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ABSTRACT

The Ames, Iowa, experience in reducing sex-role stereotyping in vocational education is described in this report of a project which involved staff development work with thirty-five teachers and twelve counselors affecting approximately 2,800 students. The report stresses raising teacher and counselor sensitivity to stereotyping and involving them as facilitators of change. Lists of training needs for educators and of facilitators of sex equity in vocational education which resulted from two consciousness-raising workshops are given. Two other workshops which allowed the trainees to put their new knowledge, skills, and commitment to work toward curriculum change are also described. Barriers to reducing sex-role stereotyping as perceived by vocational education staff who were surveyed are listed and evaluated. Available instruments and guidelines for evaluation of sexism in instructional materials are contained in an annotated listing. The results of surveys of staff and student attitudes are followed by a list of instruments to measure attitudes toward sex roles. A training manual for a sex equity workshop is included which contains objectives, agenda, trainer notes, and a selected bibliography of films and resources. Faculty and student attitude surveys, participant interview form, and a multicultural non-sexist committee survey are appended. (YLB)

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Final Report

Project No. 498AH70149
Federal Grant No. G007701990

Project SERVES

Sexism in Education: Reducing Vocational Education Stereotypes

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Spring, 1979

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ABSTRACT

This report describes the Ames experiance in a research project aimed at reducing sex-role stereotyping in vocational education.

The objectives of the project focused on raising teacher and counselor sensitivity to the inherent inequities of sex-role stereotyping in vocational education to the point where participants would become actively involved as facilitators of change in this area. The project involved direct staff development work with 47 teachers and counselors affecting a population of approximately 2800 students.

Major Activities Undertaken:

*** There were four workshops for project trainees. Two of these workshops were designed as "consciousness-raising" workshops. In addition to raising teacher/counselor awareness, this set of workshops yielded a list of training needs for educators and a list of facilitators of sex equity in vocational education. The other two workshops were "woodshedding" sessions which allowed teachers and counselors to put new knowledge, skills and commitment to work toward curriculum change.

*** Measurement and evaluation of educator and student attitudes toward sex roles and sex-role stereotyping.

*** Gathering of instruments for evaluating instructional materials for sex bias.

*** Listing and evaluating barriers to sex-fair vocational education.

Major results of this project were:

*** The measured attitudes of project participants towards sex-role

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stereotyping underwent a statistically significant change as compared to the attitudes of other educators who had not participated in this project.

*** Participants produced action plans and related materials and methods aimed at the elimination of sex-role stereotyping.

These results suggest that education, in the form of sex equity workshops, can affect educators' readiness to act as change agents in the reduction of sex-role stereotyping.

This final report includes these components:

1. Training manual for educator inservice in sex equity.
2. A prioritized list of barriers and a list of facilitators to the elimination of sex bias and sex-role stereotyping in vocation education.
3. A list of instruments and guidelines available for use by educators in indentifying sex bias and sex-role stereotyping in curriculum and instructional materials.
4. A list of available instruments that can be used to measure attitudes/perceptions of sex roles in the world of work.
5. A list of training needs of vocational educators for the purpose of eliminating sex bias and sex-role stereotyping in their attitudes and programs.

Project SERVES (Sexism in Education: Reducing Vocational Education Stereotyping) was funded in August of 1977 under the title "Reducing Sex-Role Stereotyping--A Project to Eliminate Sex Bias and Sex-Role Stereotyping in Vocational Education Programs." The project concluded in March of 1979. Dr. Luther Kiser was the Project Director. Project SERVES was coordinated by Sheryl Barta and Cal Halliburton.

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INTRODUCTION

Much has been written which documents the existence of sexism in education and which establishes the need to widen life's options for all students through the elimination of sex bias and sex-role stereotyping. Sex equity legislation has reflected this need so that by now, the most vigilant observer of many educational systems would be hard-pressed to find examples of overt sex discrimination. Nevertheless, enrollments in vocational education and related programs across the country continue to reflect traditional patterns, indicating that young women and men do not leave our schools having been equally served by vocational education.

The design of this project was based on several assumptions, the first of which was that the source of much sex bias and sex-role stereotyping, lay embedded in the unexamined attitudes and assumptions of teachers and counselors concerning sex roles. The second assumption was that teacher/counselor attitudes and teaching/counseling behaviors would be amenable to change through education. The third assumption was that teachers/counselors must have some ownership of curricular changes if they were to support those changes. The fourth assumption was that change is an individual growth process with certain discernable stages; a process which takes time, causes discomfort and which individuals undergo at different rates.

"Change" was a key word in this project. In understanding the dynamics of the change process, two models were particularly helpful.

Shirley McCune[1] and William Cross[2] have outlined certain identifiable and predictable stages encountered as an individual copes with change.

Cross and McCune each describe and label stages in the change process which begin with an individual being unaware of, or denying the existence of, the problem--sexism, in this instance; move through traumatic stages where an individual encounters, recognizes and identifies with the problem and then reacts to the problem in intense and emotional ways. Ultimately, the individual may arrive at the less intense, but more enduring final stages where she/he mellows and becomes committed to coping more rationally with the problem in the most accessible arena, education being one of those arenas.

Viewing these phases as part of a process yields several useful understandings of self and others. One can understand one's own behaviors and can recognize from the behaviors of others where they are in the change process. This is helpful in understanding the reactions of oneself and others throughout the stages of change. One can temper one's approach to others according to where they are in the change process, realizing, for example, the probable inefficiency and futility of trying to plan for change with people who have not yet recognized the problem, let alone having reached the stage where they are committed to change. One can realize that change is growth and that growth is painful and then begin to accept that some people, either by design or by circumstance may never acknowledge the problem of sexism. Such people may throw up barriers or, at best, comply minimally to mandated solutions, but they will not commit significant time and energy to solving the underlying problem. This change process is seen as self-generating, once a certain level of awareness and degree of sensitivity has been reached.

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[1] Shirley McCune, Implementing Title IX: A Sample Workshop, Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C. , 59-65.

[2] William E. Cross, Jr., Beyond Black or White, Edited by V. Dixon and B. Foster, Boston: Little, Brown and Company, 1971, 97-110.

SERVES participants, as a whole, began at a stage where they were marginally aware of sexism as a problem. They were provided with experiences through which they might encounter sexism and acknowledge it as a problem. Because of these experiences, many were motivated to internalize the concepts of sex-fair vocational education and, finally, to act to change elements of the school setting which reinforce sex bias and sex-role stereotyping.

Part 1--ADVISORY COMMITTEE

Among the first activities when the project was funded was the establishment of an advisory committee. The functions of the advisory comcittee were:

1. To give advice to the project staff regarding accomplishment of the project objectives.
2. To serve as a resource for the gathering of information and materials.
3. To serve as a group of examiners in analyzing vocational education programs, theri related services and support programs.
4. To advise in the preparation of a final written report of the program.

To establish an advisory committee, the coordinators compiled a list of possible members which included vocational education teachers, administrators, vocational education teacher educators, vocational education students, counselors, women in non-traditional work roles, representatives of womens' groups, state and area education agency consultants, and parents of secondary students.

From this list, the following were invited to become members of the advisory committee:

Dr. Tom Arcy
Industrial Education Dept.
Iowa State University

Dr. Ed Jones
Electrical Engineering Dept.
Iowa State University

Kathy Fromm
Parent
Women's Concerns Representative

Rev. Richard Kapfer
Pastor, Memorial Lutheran Church
Parent

Lois Kapfer
Parent

Doris Johnson
Personnel Manager
Sundstrand Corporation

Dr. Jerelyn Schultze
Home Economics Dept.
Iowa State University

Dr. Tom Budnik
Research and Evaluation
Heartland Area Education Agency

Staff and student representatives from Ames Senior High School--

Ann Moore
Office Education Student

Alan Young
Trades & Industries Student

Dr. Ralph Farrar
Principal

Don Faas
Industrial Arts Vertical Coordinator
Trades & Industries Coordinator
Health Occupations Coordinator

Donna Scheppers
Home Economics Related Occupations Coordinator

Dr. Ken Norem
Director of Guidance

Barbara Alvord
Associate Principal

Darrill Abel
Distributive Education Coordinator

Rose Wilcox
Business Education Vertical Coordinator
Office Education Coordinator
Cadet Teaching Coordinator

Once familiar with the objectives of the project, the committee examined the vocational education and related programs, grades 7-12, in the Ames Community School District. On the basis of this examination of curriculum and upon the basis of individual expertise, personal judgement and special individual community perspectives, the committee was able to serve as a helpful resource and advisory body for the project.

Setting

The setting for this project is a "university town" of approximately 45,000 population of which about 22,000 are students at Iowa State University. There are approximately 1400 students in the three-year senior high school and a nearly equal number divided between the two junior high schools.

Because of the academic nature of the community, the school system has made significant effort to accomodate and encourage the concept of vocational education in the belief that there must be honorable and attractive alternatives for students for whom immediate entrance into higher education is not a desired choice.

The cooperative vocational programs offered at the senior high school are: Office Education (OE), Trades and Industries (T&I), Home Economics Related Occupations (HERO), and Distributive Education (DE).

Participants

Project SERVES trainees included five sub-groups: (1) teacher-coordinators of the cooperative vocational education programs, (2) junior and senior high school teachers who taught courses related to the cooperative vocational education programs, i.e. business, industrial arts and home economics, (3) Instructional Media Center (IMC) specialists, junior and senior high, (4) junior and senior high school counselors and (5) department coordinators of English and social studies, junior and senior high. There were 35 teachers and 12 counselors in the group.

Part 2--TRAINING NEEDS
"Those About to Become Involved...
Had Not Acknowledged Sexism...
As A Bona Fide 'Problem'."

"Did you ever stop to think that there's a perfectly natural reason why our enrollments are traditional?"

"Of course only boys take industrial arts courses. They're the one's who'll need them."

"Even if there were more girls in that program, you couldn't talk employers into hiring them."

Such quotes were heard across the local educational community as this project was announced. Add to these comments some residual faculty resentment over what many were viewing as "unsuccessful" program changes which had been forced on them by the provisions of Title IX, and what was generated was the mixed climate of skepticism and resentment in which this project began. Although there were some teachers sensitive to the problems of sex bias and stereotyping, it was apparent from the first hour of Project SERVES that, taken as a group, those about to become involved as participants had not acknowledged sexism in vocational education as a bona fide problem. They did not distinguish between the impact of outright discrimination and the equally devastating, but more subtle impact of sex bias and sex-role stereotyping. For many of them, the only brush with sex equity legislation was of the compliance-based "Title IX says we must..." variety. They had heard about sex equity legislation but had received little or no education explaining the underlying need.

Upon examining the background and disposition of the participants, it appeared that many of the barriers and facilitators to sex fair vocational education lay in the unexamined assumptions and attitudes of teachers and counselors and that, consequently, the project must address itself to the following questions:

1. What are the problems presented by traditional, stereotypic, enrollment patterns in vocational and related programs?
2. What are the subtle forces at work which prevent students from transcending stereotyped educational career choices?
3. What can be done to counteract these subtle forces in order to provide expanded options for all students and allow them to comfortably make non-traditional choices?

The first training need which emerged was that participants should encounter some factual information about sex bias and stereotyping and understand the rationale behind the movement for sex equity in education. This factual information should include:

--Definitions of
   Sexism
   Sex discrimination
   Sex bias
   Sex-role stereotyping

--The impact of socialization in the determination of sex roles, especially ways that sex roles are reinforced in the schools.

--Basic provisions of sex equity laws which pertain to vocational education.

--Data concerning women in the world of work and education.

The problem then became how best to provide participants with the knowledge-base necessary for the examination of their assumptions and attitudes, and for productive work toward the elimination of sexism in vocational education.

A seminar was planned to allow trainees to encounter and examine their attitudes concerning sexism and the reasons behind the concept of non-sexist vocational education. Consultants recommended by the Midwest Center for Equal Educational Opportunity (MCEEO) in Columbia, Missouri were chosen to present the seminar. A two-day workshop took place August 14 and 15 prior to the opening of the 1977-78 school year.

The goals of this first workshop were to raise the awareness of trainees regarding sex bias and sex-role stereotyping and to increase the willingness of individuals to work toward the reduction of sexism.

The workshop was a consciousness-raising experience for the participants, focused almost exclusively on education and occupational stereotyping as a female and an economic problem.

Quantitative evaluation of the workshop showed that the goals were met. Participants rated themselves as being more aware of the existence of sexism in education and as being more willing to work toward the reduction of sexism than they had been before the workshop.

The participants' written comments indicated five areas of concern and interest that were translatable into training needs.

For further training the participants wanted:

--more information about sexism; its manifestations and effects.

--to learn skills in identifying sexism in instructional materials.

--to learn skills in identifying biased teacher behaviors.

--practice in using these skills.

--help with designing educational strategies, methods and techniques for counteracting bias.

A second workshop was planned to meet the stated training needs of the project participants. The goals of the second workshop were:

1. To provide information about how biased materials and teacher/counselor behaviors can perpetuate the stereotypical behaviors of students.

2. To increase participants skills in detecting bias in materials and behaviors.

3. To provide practice in detecting bias.

4. To motivate teachers/counselors to counter sex bias in instructional materials and behaviors.

The first five items of the quantitative evaluation of the second workshop indicated the participants felt that they had been helped to recognize bias and plan for its elimination. The participants also indicated that they planned to monitor their behaviors, evaluate their instructional materials and make plans to counteract sex bias. Following twenty hours of training the participants indicated a readiness to begin to make curriculum changes to counteract sex bias and stereotyping.

Meeting the fifth training need, that of providing the trainees with help in counteracting bias, presented several problems--philosophical and organizational. How much "help" was available? (Not much). How much "help" should be given? As vocational educators, were we not committed to the concept of experiential education and the idea that we learn best by doing? (Wouldn't the individual teachers and counselors have a greater stake in successful outcomes the more of themselves they had invested in developing their own materials and methods?) How could such "help" be individualized to meet the needs of a training group composed of teachers, guidance counselors and resource specialists and which also differed in terms of level of students taught, content areas taught, and individual levels of awareness and/or commitment?

Two work sessions were planned, based on the following assumptions:

1. Participants would work most productively at their own level of awareness and commitment.
2. Participants would have greater "ownership" of materials and methods upon which they had worked by choice.
3. Having been given the training and practice of the previous sessions, participants would now produce fastest and best by plunging in and "doing". Participants had requested practice. This would constitute "real" vs. "simulated" practice.

The work sessions were announced as providing time for participants to work on their own needs regarding their sex biased and stereotypic curriculum. They were asked to identify what they wanted to work on, and with whom they wished to work. They were asked to bring their own resources. At the sessions, a small library of printed resources was provided. This library consisted of guidelines for evaluating materials and teacher/counselor behaviors, sample teaching strategies, guidelines for evaluating programs, background readings, etc. The Project coordinators acted as consultants to groups and individuals as they worked to revise their curriculum and instructional materials. In addition, opportunities to view new and exemplary audiovisual resources were provided throughout the sessions.

The work sessions were individualized to meet the needs of a maximum number of participants. Those who were ready to begin working toward change were given the time and resources to do so. Those who were unready, were given the time and resources for more self-education in this area. The results of these sessions were as varied as the participants.

Approximately 1/6 of the participants expressed the need for more structure in these work sessions, according to the Participant Interview Form (PIF). Although this approach did not find unqualified acceptance, most participants expressed enthusiasm. There was an appreciation for having been given the time and encouragement to act, as opposed to philosophize about, what actions should be taken. Also appreciated was the opportunity to tackle one's own problems. Most of the participants felt that the fifth training need (help with designing educational strategies, etc.) had been met.

Another source of information about training needs came as a result of collaboration with the district's Advisory Committee for multi-cultural/non-sexist curriculum. In preparation for a district-wide professional day which was to focus on multi-cultural/non-sexist approaches to education, a needs assessment was administered to all teachers and administrators in the city. Responses of SERVES participants were tabulated separately. The summary of results from this assessment provided information concerning Project SERVES. This needs assessment appears on page 7, Appendix F. For a complete summary of this needs assessment, see page 8, Appendix G. Generally, the survey sought to determine:

1. To what degree teachers felt they were aware of multicultural and non-sexist concepts.
2. To what degree they felt their schools reflected these concepts.
3. To what degree they had been involved in developing multi-cultural and non-sexist education.
4. What they saw as areas where they needed help.

On the five items which dealt specifically with non-sexist curriculum, Project SERVES participants rated themselves as 10-15 percent more aware of, and involved in, non-sexist education. On questions about involvement in the development of non-sexist education, SERVES trainees rated themselves 54 percent higher than all other respondants.

The last question on the assessment dealt specifically with training needs, but because the sub-items were phrases to include both multi-cultural and non-sexist training needs, it was not possible to draw conclusions relative to the perceived training needs of Project SERVES participants.

Partly in an effort to follow up in this area, the trainees were interviewed individually, using the Participant Interview Form. Interviewees were asked to indicate their interest in having more experiences in three areas: (1) increasing sex-role awareness, (2) identifying non-sexist teaching strategies and (3) evaluating curriculum materials.

Most participants indicated that with the heightened awareness and training received through SERVES, they did not feel a strong need for addtional work in the three areas. Several interviewees opined that teachers outside the SERVES project, especially at the elementary level, and expecially in language arts, should have some consciousness-raising sessions in the area of sex bias and sex-role stereotyping.

In summary, the following training needs emerged from Project SERVES:

1. Training to distinguish between blatant discrimination, passive non-discrimination and active pursuit of sex-fair education.
2. Training in understanding/recognizing how the socialization process predetermines sex roles.
3. Training in recognizing how sex-role sterotyping is reinforces in the school setting.
4. Training in understanding the intent of, and basic provisions of, sex equity laws which pertain to vocational education.
5. Training in understanding how sex bias and sex-role stereotyping impinges upon men and women in the world of work.
6. Skill-training in analyzing instructional materials for sex bias and sex-role stereotyping.
7. Skill-training in identifying teacher/counselor behaviors which reinforce sex-role stereotyping.
8. Practice in using these skills.
9. Assistance with designing educational strategies, methods and techniques for counteracting bias.

The training needs of SERVES participants were derived from the observations and judgment of project staff and outside consultants, testimony of participants on workshop evaluations, a multi-cultural/non-sexist curriculum needs assessment, and from participant interview.

It should be noted that the first and longest SERVES training session was based upon needs arrived at by observations of project staff and from the experienced judgment of consultants in this area. What may have occurred, therefore, is that some training needs were anticipated and met before they could be expressed.

The first five training needs above are those identified by project staff and consultants as consciousness-raising training needs. As such, they were imposed on the trainees. Needs six through nine are a true representative summary of those expressed by participants subsequent to the first "consciousness-raising" session and throughout the duration of the project. They fall into a "doing" mode which would indicate that most participants had identified sexism as a problem and were ready to address it as such.

These last two training needs are appended by the project coordinators as a result of SERVES experiences and experiences in planning and presenting sex equity workshops for other groups of participants. They fit with the first five awareness-type needs.

10. Training in recognizing the costs of sex-role stereotyping to men.

11. Training in recognizing that change is a process with identifiable and predictable stages.

Part 3--FACILITATORS

An objective of Project SERVES was to arrive at a list of "facilitators" to the elimination of sex bias and sex-role stereotyping in vocational education; "facilitators" being viewed for this purpose as any actions taken by participants in the pursuit of sex equity.

The facilitators to be listed in this section were extracted from the actual events of the project. They represent the plans, actions and product of the participants involved. They illustrate what the project participants viewed as methods to facilitate sex-fair vocational education. The list also reflects the participants' range of differences in levels of readiness, willingness, and ability to act affirmatively for change.

In addition to approximately 20 hours of awareness-raising training, participants were given approximately 10 hours in two work sessions to pursue the tasks which each of them saw as important in eliminating sexism. The facilitators listed here emerged from those work sessions. Facilitators were also extracted from action plans made by trainees during the first set of workshops, from replies given by individuals on the participant interview form and from advisory committee input.

The facilitators fall into fourteen categories. They are listed below with specific examples for each category.

1. REVISING THE LANGUAGE AND THE MESSAGE OF MATERIALS WHICH DESCRIBE SCHOOL PROGRAMS.

   *Rewrite junior high registration brochures.
   *Rewrite "guidance" description in the curriculum section of the junior high Teachers Handbook.
   *Rewrite all English course descriptions.

*Rewrite descriptions of extra-curricular activities for Student Guide.
*Survey eighth grade homeroom teachers to determine what most students want to know about ninth grade home economics electives. Prepare a descriptive brochure on the basis of this survey.
*Develop industrial arts and home economics brochures which describe courses and programs, 7-12. This will be useful for students and will provide counselors, parents and nonvocational teachers with vertical articulation information about industrial arts and home economics courses.

*Rewrite social studies course descriptions.
*Rework a letter which goes to parents of all junior high industrial arts students.
*Review the career education write-up in the curriculum guide. Include an affirmative statement concerning sex equity in educational and occupational choices.
*Develop a booklet on business education, informing all students of opportunities in business.
*Design a flow chart of sequential offerings in home economics for display in the junior highs and for presentations to groups.

2. EXAMINING INSTRUCTIONAL AND COUNSELING MATERIALS FOR SEX BIAS

*Analyze/evaluate occupational interest surveys and aptitude tests for sex bias.
*Preview all Instructional Media Center (IMC) materials for bias prior to purchase.
*Consider evauluation of texts and materials to be an ongoing task.

3. PLANNING METHODS FOR COUNTERACTING BIASES DISCOVERED IN INSTRUCTIONAL AND COUNSELING MATERIALS

*Have students produce career games--as in film, "The Woman's Game."
*While the search goes on for unbiased aptitude tests and interest inventories, temper counseling done on the basis of the results of these surveys to ensure that it is sex-fair.
*Make a collection of photos from magazines and other sources depicting men and women in non-traditional occupations.
*Make a collection of slides showing males and females in non-traditional roles in our school and community.
*Preview all media for use in business. Plan counteraction strategies for class discussions.
*Rewrite home economics course outlines.
*Toss out blatantly biased career information materials.
*Buy new texts, etc.

4. PLANNING WAYS TO INTEGRATE SEX-FAIR CONCEPTS INTO COURSE OUTLINES AND COUNSELING/TEACHING PROCEDURES

*Write activities for the junior high Language Arts program.

*Eliminate "special" courses such as Women's History. Integrate multi-cultural/non-sexist concepts into the total curriculum.
*Evaluate the guidance and counseling program, using the PEER and other guidelines.
*Write a high school sociology unit relating the situation of women and racial, ethnic and religious minorities to values clarification and vocational choice.
*Examine contend of eighth grade required course and ninth grade elective courses in industrial arts. Revise course content to more greatly benefit both sexes.
*Meet with representatives of local business and industry. Discuss hiring criteria and problems encountered by employees, especially women employees.
*Write a unit for U.S. History on "racism, sexism and classism."
*Compile lists of materials available thru the IMCs, broken down by content area, for use as planning resources by teachers.
*Design specific assignments for eighth grade social studies to try to achieve two goals: (1) Make students more aware of the contributions of women to the development and maintenance of this society. (2) Enable students to understand how sexism and bias still impede progress toward a more humane society.
*Devise a plan whereby kids, K-12, would be exposed to both male and female counselors.
*Plan a new layout and write new course outlines for the co-op program, using sex-fair approach.
*Write an outline for an interdisciplinary course on "survival skills" with a non-sexist approach. (All adults should be able to take care of their own needs.)
*Introduce a new course, "Consumer Automotive." Some girls taking this course may be encouraged to go on to auto mechanics courses.
*Pull together data concerning enrollments in vocational and related programs. Update and compare annually. Distribute to faculty.

5. LOCATING/PREVIEWING/DISSEMINATING SEX-FAIR INSTRUCTIONAL MATERIALS

*Develop an awareness to annotations produced by publishing companies in regard to sex/race biases.
*Write to publishers who do not include a statement on sex/race biases in their annotations.
*Meet with administrators to discuss an exchange of non-sexist resource inventories among the three secondary schools.
*Search for unbiased aptitude and interest tests to replace the ones now being used in the eighth grade.
*Remedy lack of IMC materials in content areas of history and government on the contributions of women.
*Purchase an Encyclopedia of Women for junior highs.
*Locate commercially-made posters depicting non-traditional workers.
*Locate unbiased aptitude tests and interest inventories to replace some of those which have been examined and found to be biased.
*Prepare bibliographies of print and non-print resources which take an especially expanded view of sex roles. Distribute to secondary faculties.

*Share especially good articles, etc., through faculty mailboxes.

6. EXAMINING SCHOOL CUSTOMS AND TRADITIONS

*Evaluate junior high Box Socials as reinforces of sex-role stereotyping.
*Plan for integration of cheer squads.
*Investigate ways to equalize sports opportunities and programs.
*Strive for sex-balance in English-related activities--plays, publications boards, publications staffs, etc.

7. IDENTIFYING NON-TRADITIONAL ROLE MODELS IN THE COMMUNITY FOR IN-SCHOOL ACTIVITIES AND FIELD TRIPS

*Brainstorm to identify males and females in non-traditional occupations in our community.
*Contact local business, industry, the university--follow any lead. Ask about non-traditional workers in their employment.

8. PLANNING DISPLAYS, BULLETIN BOARDS, POSTERS

*Hall display promoting the idea of men in home economics careers as a promotion for HERO (Home Economics Related Occupations).
*Bulletin board in library depicting non-traditional careers for young people.
*Bulletin board which shows the degree to which biased language pervades Roberts' Rules of Order.
*A display depicting how occupational titles have been made gender-free in the newest Dictionary of Occupational Titles.
*Design posters which tout equal vocational education. Hang during Equal Vocational Education Week.
*Display a large flow chart of sequential offerings in home economics during Equal Vocational Education Week.
*Display/Outfit a female mannequin with proper work clothing and tools to represent a carpenter, an electrician, an auto mechanic, a welder, and a drafter. Change "props" from time to time. Use during Equal Vocational Education Week.
*Display commercially-made posters depicting non-traditional workers.
*Collect newspaper articles about women and work. Arrange as a bulletin board.

9. PLANNING AND PROMOTING SPECIAL EVENTS TO EMPHASIZE EQUAL VOCATIONAL EDUCATION

*Plan use of non-traditional career consultants in classrooms during Equal Vocational Education Week.
*Plan non-traditional Career Day program for ninth grade.

*Plan an Equal Vocational Education Week.
  -Send flyers to faculty giving a "sneak preview" of Equal Vocational Education Week.
  -Send daily flyers to faculty with the text written to raise teacher/student awareness of the importance of equal vocational education. Include daily suggested classroom activities and appropriate teaching aids.
*Write public service announcements for local radio and TV stations which emphasize expanded vocational education options for today's students. Ask to have these aired during National Vocational Education Week.
*Request that the Mayor proclaim an Equal Vocational Education Week. Ask the paper to publish a photo of her signing the proclamation.
*Sponsor a back-to-school industrial arts open house for parents with non-traditional workers as guests.
*Plan a ninth grade tour of the high school industrial arts area prior to registration for tenth grade.
*Bring in book company representatives/editors for a forum on sexism in instructional materials.
*Devise a way to encourage any interested girls to tour industrial arts labs and visit with the instructors.

10. EXPLORING WAYS TO RAISE THE AWARENESS OF EDUCATION COLLEAGUES AND OTHERS OUTSIDE OF PROJECT SERVES

*Produce a skit to bring about awareness in the junior high staff. Perform it.
*Contact our area community college about the program recruitment brochures they send out--outdated, stereotyped, bad!
*Write to the media center at our area educational agency concerning sex/race biases in 16mm films.
*Form a committee, consisting of representatives from each discipline, to meet with prinicpals to decide the best approach (panel, guest speakers, etc.) to "raising awareness" among those not involved in SERVES.
*Find ways of sharing what we've done with others. For example, write a proposal for a grant/contract for a summer workshop to explain our new eighth grade mini-course for others.
*Change patterns of speech and written communications with others.
*Hold consciousness-raising sessions for elementary teachers, especially K-3, and especially focusing on language arts.
*Invite non-traditional role models to speak to teacher groups.

11. PLANNING STRATEGIES FOR DIRECT-TEACHING OF NON-SEXIST CONCEPTS

*Write a script for a slide/cassette presentation which depicts jobs as being genderless and which encourages students to acknowledge that motivation to choose life roles must come from within, rather than being based on social and peer pressure.

*Write an entire interdisciplinary (home economics and social studies) mini-course on sex-role stereotyping.
*Produce slide/tape presentation on selecting a career, with the emphasis on expanded student options.
*Include more women writers in American and English Literature courses.
*Teach awareness of sexist language in sophomore English.
*Emphasize career opportunities in emerging occupations. They are not yet sex-typed.
*Try out affirmative approaches in small-group career planning sessions with sophomores.
*Be more supportive of non-traditional role choices in individual counseling sessions.
*Have students reword biased letters, memos, etc. which are used illustratively in typing and business English texts.
*Emphasize to males the almost unending need for clerical workers.
*Distribute chores equally to students. Explain why.
*Strongly encourage non-traditional choices for ninth grade on-site exploration, "Shadowing Day."

12. MAKING AFFIRMATIVE STATEMENTS CONCERNING SEX EQUALITY IN EDUCATION AND INTEGRATING THEM INTO THE SYSTEM'S POLICIES AND PROCEDURES

*Prepare a statement on sex-fair guidance and counseling to be included in a report to the Board of Education.
*Prepare a statement on the multi-cultural/non-sexist approach in social studies to be included in a report to the School Board.
*Write a goal concerning non-sexist approaches to the selection and use of instructional materials; to be incorporated in the departmental goals of the instructional media specialists.
*Include a statement concerning sex equity in industrial arts in a report to the Board of Education.
*Speak up in school committee meetings about sex equity in education.
*Request the board to adopt a plan, with timelines, for integration of sex-fair concepts into curriculum.

13. MODELING AND MONITORING UNBIASED BEHAVIORS/MONITORING BIASED BEHAVIORS

*Personally stop displaying sexist behaviors.
*Include both sexes more consciously in class presentations.
*Observe self for analysis of biased behaviors. Videotape? Buddy System?

14. EXPLORING WAYS TO LEARN MORE ABOUT EQUAL VOCATIONAL EDUCATION

*Bring in more outside speakers. These should be peers who are making it work now!
*Compare our program with others in other states.
*Learn more about what stereotyping costs men.
*Plan counselor/teacher field trips to find out how business and industry is approaching equal occupational opportunity.
*Plan visits to schools where others have successfully integrated equity concepts.

Part 4--BARRIERS TO REDUCING SEX-ROLE STEREOTYPING IN VOCATIONAL EDUCATION

Work on this topic was undertaken in an effort to develop a base of information for future work. In effect, it was a needs assessment relative to the perception of the Ames staff concerning sex-role stereotyping. The instrument for this effort was developed from a workshop on "Barriers to Expanding Non-Traditional Opportunities in Vocational Education," chaired by Dr. Mary L. Ellis in June of 1977. It focused on fourteen questions which were general barriers affecting all aspects of vocational education. These questions were asked of all participants, including non-vocational teachers, who constituted 72 percent of the respondents. In addition, specific questions were asked of vocational teachers, counselors and administrators relative to their perceptions of the barriers affecting their own roles in this concern.

The following chart summarizes the assessed population and the respondents:

	No.	Return	Percent
Non-vocational teachers	171	83	48
Vocational teachers	26	18	70
Counselors	12	11	92
Administrators	6	3	50
TOTALS	215	115	54

Table I shows the composite results for all groups. When all the information from the four subgroups is combined, the following are perceived as the most significant barriers:

#14 - Perceptions of the community's (parents, employers) attitudes toward sex roles as being impervious to change. (Rank #1)

# 5 - Lack of money to go forward with initiatives to eliminate sex bias and sex-role stereotyping. (Rank #2)

# 3 - Lack of appropriate role models in the school and community for non-traditional vocational education students. (Rank #3)

TABLE I

Barriers to Expanding Non-Traditional Opportunities in Vocational Education: A summary of Results of a Survey of Fourteen General Barriers Affecting All Aspects of Vocational Education from Vocational Teachers, Non-Vocational Teachers, Counselors and Administrators Combined (N-115)

Item	To what extent is this a barrier in Ames?					Average Score	Rank as Barrier
	0	1	2	3	4		
			%				
1. Lack of community and school awareness of the limiting effects of stereotyping and sex bias on the educational and occupational choices of students.	32	35	23	7	3	1.17	12
2. Attitudes held by educators and community members which maintain traditional perceptions of appropriate work for students.	20	35	24	20	1	1.48	8
3. Lack of appropriate role models in the school and community for non-traditional vocational education students.	22	25	30	14	9	1.64	3
4. Lack of non-sexist instructional and counseling materials for use in the pursuit of sex-fair vocational education.	35	31	24	9	1	1.11	14
5. Lack of money to go forward with initiatives to eliminate sex bias and sex-role stereotyping.	21	24	30	16	9	1.70	2
6. Lack of adequate career education and counseling to prepare students for occupational and educational choices at the senior high level (students not exposed to full range of vocational options early enough).	34	35	18	11	2	1.16	13
7. Lack of a community network for coordination of efforts to reduce sex-role stereotyping.	23	37	22	14	4	1.42	9
8. Lack of a reliable method of analyzing and comparing educational and occupational trends.	23	23	32	18	4	1.59	5
9. Lack of a reliable method for analyzing and comparing our district's progress with others.	19	28	30	19	4	1.63	4
10. Reluctance on the part of teachers and administrators to add the elimination of sex-role stereotyping to an already overloaded list of educational priorities.	27	31	14	18	10	1.52	7
11. Perception of sex-role stereotyping as a "women's problem."	31	25	17	23	4	1.54	6
12. Perception of secondary students' attitudes toward sex roles as being impervious to change.	26	26	31	14	3	1.40	10
13. Perceptions of educators' attitudes toward sex roles as being impervious to change.	24	32	28	13	3	1.39	11
14. Perceptions of the community's (parents, employers) attitudes toward sex roles as being impervious to change.	13	27	34	22	4	1.79	1

9 - Lack of a reliable method for analyzing and comparing our district's progress with others. (Rank #4)

8 - Lack of a reliable method of analyzing and comparing educational and occupational trends. (Rank #5)

#11 - Perception of sex-role stereotyping as a "women's problem." (Rank #6)

#10 - Reluctance on the part of teachers and administrators to add the elimination of sex-role stereotyping to an already overloaded list of educational priorities. (Rank #7)

Approximately three-fourths of the respondents considered these barriers of some magnitude despite the fact that from 13 to 30 percent found various items listed above to be no barrier whatsoever. On the other hand, the lowest barriers, with average scores all below 1.2 on a four-point scale, were the following:

# 4 - Lack of non-sexist instructional and counseling materials for use in the pursuit of sex-fair vocational education. (Rank #14)

# 6 - Lack of adequate career education and counseling to prepare students for occupational and educational choices at the senior high school level (students not exposed to full range of vocational options early enough). (Rank #13)

1 - Lack of community and school awareness of the limiting effects of stereotyping and sex bias on the educational and occupational choices of students. (Rank #12)

This seems to indicate that the efforts relative to awareness, instructional materials and career education/counseling have been relatively effective.

Table II compares the results of all four groups by location--high school or one of the two junior high school buildings. While there are some interesting differences in the rankings among the three groups, it is significant to note that the junior high school staff does not perceive the barriers to be as high as do the high school staff members. This information will provide an opportunity for further discussion with staff members relative to the reasons for these differences.

Table III provides the results of the perceptions of the barriers categorized by specific subgroups, regardless of level of the organization. The small

TABLE II

Barriers to Expanding Non-Traditional Opportunities in Vocational Education: A Summary of Results of a Survey of Fourteen General Barriers Affecting all Aspects of Vocational Education from Vocational Teachers, Non-Vocational Teachers, Counselors and Administrators, Reported by High School Faculty and Each Junior High School Building Faculty

Item	Senior High (N=46)		Central Jr. High (N=37)		Welch Jr. High (N=32)	
	Average Score	Rank	Average Score	Rank	Average Score	Rank
1. Lack of community and school awareness of the limiting effects of stereotyping and sex bias on the educational and occupational choices of students.	1.52	12	.97	13	.90	12
2. Attitudes held by educators and community members which maintain traditional perceptions of appropriate work for students.	1.72	8	1.32	5	.93	11
3. Lack of appropriate role models in the school and community for non-traditional vocational education students.	2.04	1	1.18	11	1.59	3
4. Lack of non-sexist instructional and counseling materials for use in the pursuit of sex-fair vocational education.	1.34	14	1.02	12	.84	14
5. Lack of money to go forward with initiatives to eliminate sex bias and sex-role stereotyping.	1.86	4	1.67	1	1.43	5
6. Lack of adequate career education and counseling to prepare students for occupational and educational choices at the senior high level (students not exposed to full range of vocational options early enough).	1.46	13	.91	14	.90	12
7. Lack of a community network for coordination of efforts to reduce sex-role stereotyping.	1.78	6	1.25	8	1.09	10
8. Lack of a reliable method of analyzing and comparing educational and occupational trends.	1.80	5	1.41	4	1.53	4
9. Lack of a reliable method for analyzing and comparing our district's progress with others.	1.64	9	1.52	2	1.75	2
10. Reluctance on the part of teachers and administrators to add the elimination of sex-role stereotyping to an already overloaded list of educational priorities.	1.97	3	1.29	6	1.25	8
11. Perception of sex-role stereotyping as a "women's problem."	1.75	7	1.19	10	1.31	6
12. Perception of secondary students' attitudes toward sex roles as being impervious to change.	1.53	11	1.25	8	1.21	9
13. Perceptions of educators' attitudes toward sex roles as being impervious to change.	1.56	10	1.27	7	1.28	7
14. Perceptions of the community's (parents, employers) attitudes toward sex roles as being impervious to change.	2.04	1	1.45	3	1.81	1

TABLE III

Barriers to Expanding Non-Traditional Opportunities in Vocational Education: A Summary of Results of a Survey of Fourteen General Barriers Affecting all Aspects of Vocational Education, Reported by Each Group of Vocational Teachers, Non-Vocational Teachers, Counselors and Administrators

	Voc. Teachers (N=18)		Non-Voc. Tchrs. (N=83)		Counselors (N=11)		Administrators (N=3)	
Item	Average Score	Rank	Average Score	Rank	Average Score	Rank	Average Score	Rank
1. Lack of community and school awareness of the limiting effects of stereotyping and sex bias on the educational and occupational choices of students.	1.33	14	1.13	12	1.00	14	2.00	7
2. Attitudes held by educators and community members which maintain traditional perceptions of appropriate work for students.	1.61	11	1.37	9	1.63	3	2.66	1
3. Lack of appropriate role models in the school and community for non-traditional vocational education students.	2.22	2	1.51	3	1.63	3	2.00	7
4. Lack of non-sexist instructional and counseling materials for use in the pursuit of sex-fair voc. education.	1.68	8	.98	13	1.09	12	1.00	14
5. Lack of money to go forward with initiatives to eliminate sex bias and sex-role stereotyping.	1.89	3	1.43	6	1.11	11	2.33	3
6. Lack of adequate career education and counseling to prepare students for occupational and educational choices at the senior high level (students not exposed to full range of vocational options early enough).	1.78	6	.98	13	1.09	12	1.33	12
7. Lack of a community network for coordination of efforts to reduce sex-role stereotyping.	1.77	7	1.41	7	1.54	6	2.33	3
8. Lack of a reliable method of analyzing and comparing educational and occupational trends.	1.83	5	1.47	5	1.54	6	2.66	1
9. Lack of a reliable method for analyzing and comparing our district's progress with others.	1.84	4	1.57	2	1.70	2	2.33	3
10. Reluctance on the part of teachers and administrators to add the elimination of sex-role stereotyping to an already overloaded list of educational priorities.	1.63	10	1.48	4	1.63	3	1.66	11
11. Perception of sex-role stereotyping as a "women's problem."	1.57	12	1.30	10	1.36	8	2.33	3
12. Perception of secondary students' attitudes toward sex roles as being impervious to change.	1.68	8	1.25	11	1.36	8	2.00	7
13. Perceptions of educators' attitudes toward sex roles as being impervious to change.	1.36	13	1.41	7	1.27	10	1.33	12
14. Perceptions of the community's (parents, employers) attitudes toward sex roles as being impervious to change.	2.26	1	1.67	1	1.81	1	2.00	7

n for administrators makes the results less meaningful; however, a look at the raw data revealed one administrator strongly pessimistic, while another was just as strongly optimistic and did not perceive these to be significant barriers. The results should stimulate an interesting discussion among administrators.

The tendency for vocational teachers to rate all barriers higher than non-vocational teachers is an interesting phenomenon. They may be more closely involved with the barriers, hence more aware; or they may be responding from their own sense of conservatism. The fact remains that the groups of vocational teachers, non-vocational teachers and counselors all generally perceive the same ranking of barriers.

In addition to the fourteen common questions for all groups, specific questions were asked relative to the barriers affecting each of the four subgroups. Table IV shows these questions and the results for vocational teachers. They perceive the following barriers to be the most significant:

#10 - Reluctance to encourage students in non-traditional fields, as a function of personal background (values, religion, family environments, etc.).

4 - Reluctance to provide extra instruction in the "basics" for fear of watering down educational courses.

#13 - Lack of awareness of the limiting effects of stereotyping and sex bias on the educational and occupational choices of students.

3 - Assumption that non-traditional students are already familiar with the tools and language of the field, resulting in insufficient instruction in the "basics" for non-traditional students.

# 9 - Fear of business/industry/labor reluctance to pursue cooperative programs involving non-traditional students.

# 7 - Reluctance to counter traditional, accepted social attitudes in school and community.

The selection of these barriers seems to convey a theme of concern over the status quo, a reluctance to move into a leadership position relative to reducing sex-role stereotyping in vocational education.

Table V summarizes the results of the four questions asked by the non-

TABLE IV

Barriers to Expanding Non-Traditional Opportunities in Vocational Education: A Summary of Results of a Survey of Factors Affecting Vocational Education Teachers (N=18)

	Item	To what extent is this a barrier in Ames?					Average Score
		0	1	2	3	4	
				%			
1.	Reluctance to break with traditional approach to vocational education, as a function of training and experience.	17	50	17	11	5	1.38
2.	Anxiety created by prospect of dealing with students of opposite sex, as a function of inexperience; e.g., discipline problems, physical contact, placement problems, language problems.	34	61	5	0	0	.78
3.	Assumption that non-traditional students are already familiar with the tools and language of the field, resulting in insufficient instruction in the "basics" for non-traditional students.	17	39	34	10	0	1.47
4.	Reluctance to provide extra instruction in the "basics" for fear of watering down educational courses.	11	50	17	11	11	1.63
5.	Tendency to assign stereotyped projects to students, e.g., girls in industrial arts build hope chests; boys build tool boxes, etc.	50	22	22	0	6	.88
6.	Physical isolation of male vocational teachers from female students and staff, and vice versa.	44	28	11	17	0	1.00
7.	Reluctance to counter traditional, accepted social attitudes in school and community.	22	39	11	28	0	1.44
8.	Tendency to select traditional workers as resources for classroom.	22	50	28	0	0	1.22
9.	Fear of business/industry/labor reluctance to pursue cooperative programs involving non-traditional students.	22	45	11	11	11	1.44
10.	Reluctance to encourage students in non-traditional fields, as a function of personal background (values, religion, family environments, etc.).	5	50	30	10	5	1.63
11.	Informal communication networks within schools or departments which are exclusively male, exclusively female.	11	39	34	0	16	1.43
12.	Assumption that administrators, peers and members of community do not support initiatives to expand non-traditional vocational options of students.	34	34	16	8	8	1.36
13.	Lack of awareness of the limiting effects of stereotyping and sex bias on the educational and occupational choices of students.	28	15	39	18	0	1.52

TABLE V

Barriers to Expanding Non-Traditional Opportunities in Vocational Education: A Summary of Results of a Survey of Factors Affecting Non-Vocational Education Teachers (N=83)

Item	To what extent is this a barrier in Ames?					Average Score
	0	1	2	3	4	
			%			
1. Lack of understanding and acceptance of the value of vocational education—belief that vocational education is for students unable to succeed in academic fields.	21	20	28	25	6	1.75
2. Fear that vocational education growth, in a period of declining enrollments, will threaten academic programs.	23	21	23	26	7	1.73
3. Perceptions of work as optional for most women.	22	38	18	18	4	1.43
4. Perceptions of job status in society as being male/female linked.	18	28	29	18	7	1.65

TABLE VI

Barriers to Expanding Non-Traditional Opportunities in Vocational Education: A Summary of Results of a Survey of Factors Affecting Counselors (N=11)

Item	To what extent is this a barrier in Ames?					Average Score
	0	1	2	3	4	
			%			
1. High counselor/student ratios which limit the time available for the pursuit of specific sex-fair guidance initiatives.	18	27	36	19	0	1.54
2. Lack of knowledge about vocational education and related programs.	46	18	36	0	0	.90
3. Lack of training and up-to-date knowledge of occupations and occupational clusters.	46	18	36	0	0	.90
4. Lack of up-to-date occupational materials and placement information.	18	55	18	9	0	1.18
5. Expressions of personal biases in counseling sessions, which do not encourage students toward non-traditional fields.	64	27	9	0	0	.45
6. Use of tests and materials which may bias students' occupational decision making.	36	46	18	0	0	.81
7. Counseling techniques which vary, depending upon the sex of the counselee.	46	36	18	0	0	.72
8. Lack of awareness of the limiting effects of sex bias and sex-role stereotyping on the educational and occupational choices of students.	37	27	27	9	0	1.09

vocational education teachers. They do perceive all four of those items as barriers of above average concern when one considers that the average score for the fourteen items on the general questionnaire was 1.35. In fact, items #1 and #2 were the two highest barriers of all eighteen items.

The relatively low scores which are received by the eight questions asked specifically of counselors seem indicative that they perceive few problems in their area. The results, shown in Table VI, are well below the average scored on the general questions, with one exception. And has there ever been a counseling staff that thought their counselor/student ratio shouldn't be smaller?

It is interesting to note that all the statements presented were identified as a barrier of some magnitude. There was no item which a majority rated zero barrier, so the work that was done in the national conference in June, 1977, mentioned at the first of this chapter, was in effect validated. Some base data are now available which may be used as a comparison for such questioning in the future.

Part 5--INSTRUMENTS AND GUIDELINES FOR THE EVALUATION OF SEXISM IN INSTRUCTIONAL MATERIALS

Even if it were possible to design the ultimate instrument for the evaluation of instructional materials, one would not expect educators with any sense of efficiency to apply it to each item of instructional material used. Most guidelines, checklists, rating sheets, etc. contain the same generalizable principles to be used in evaluating materials for sexism. If educators can become aware of these principles and internalize the importance of using sex-fair materials (not necessarily in that order) they will be enabled and motivated to evaluate materials on an informal daily basis and to counter biases, as they are found, in the classroom.

This approach is not adequate when instructional materials are about to be purchased. Materials being considered for purchase require meticulous examination. This means that evaluators must use a systematic, formal method in addition to internalized principles applied informally.

The following is a listing of available guidelines and methods for evaluating instructional materials. Even though the information found in these documents is overlapping and sometimes repetitive, an effort has been made to establish grouping. The groups are; General Guidelines, Publishers' Guidelines, Location-Specific Guidelines, Elementary Education, Vocational Education and Career Education. It is advisable to gather many samples for comparison before adapting or adopting them for local use.

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* CAVEAT: When evaluating materials published by Company X, it is not safe to assume that those materials will adhere to the guidelines established and published by Company X.

GUIDELINES	TITLE	DESCRIPTION	SOURCE
General	Self-Study Guide to Sexism in Schools (Part III Instructional Materials)	Guidelines for evaluating K-12 materials in all content areas. Prepared by the Education Committee of Pennsylvanians for Women's Rights and the Pennsylvania Department of Education. (1977)	Office of Equal Rights Pennsylvania Dept. of Education Box 911 Harrisburg, PA 17126
	Some Criteria for Evaluating Materials	These eight criteria appear in the booklet Sexism in Education.	The Emma Willard Task Force on Education Box 14229 Minneapolis, MN 55414
	Suggested Criteria for Evaluating Material Sexism	These eighteen criteria appear in the booklet, "Women in Education, Changing Practices in the Classroom" (1973).	American Federation of Teachers 1012 14th Street, N.W. Washington, DC 20005
	Sexism and Teaching Materials, an AFT Policy Resolution	See above	See above
	Sexist Language, OR What's in a Name?	Reprint of an article by Lucy Fuchs in "Instructor" Discusses sexism in language from a reading teacher's point of view. (November 1975)	SRA Helps You Handle Stereotyping Volume 1, Number 2 SRA, Inc. Dept. of Communications 259 East Erie Street Chicago, IL 60611
	Women and Minority Group in Instructional Materials	Twenty recommended criteria for use by the Association for Curriculum Development members.	ASCD News, Association for Supervision and Curriculum Development Exchange Volume 16, Number 2 May 1974, Page 3
	Guidelines for Nonsexist Use of Language	Suggestions to members of the American Psychological Association who contribute articles to professional journals.	Publication Manual Change Sheet 1 American Psychological Association 1200 17th Street, N.W. Washington, DC 20036
	Guidelines for Nonsexist in Language APA Journals	See above	Change Sheet 2
	Perspectives on School Print Materials: Ethnic, Non-sexist & Others	1975	Far West Laboratory for Educational Research and Development San Francisco, CA

IDELINES	TITLE	DESCRIPTION	SOURCE
General (cont.)	Guide for Numerical Analysis for Sex-Role Stereotyping in Currently Used Classroom Materials	A chart to be employed in classroom situations in which students are encouraged to do original sex-role stereotyping research on career education materials in use. Useful for print and non-print materials.	EPIE Career Education Set Volume 1—How to Selec and Evaluate Instructional Materials. EPIE Institute 463 West Street New York, NY 10014
	How to Choose Textbooks Wisely	Ten questions to ask when analyzing social studies texts for classroom use. Questions compiled from Curriculum Guidelines of the National Council for Social Studies, Curriculum Materials Analysis System of the Social Science Education Consortium and an instructional materials assessment instrument developed at Hunter College.	Social Education April, 1973 Volume 37, Number 4
	Guidelines for Nonsexbiased Instructional Materials.	Guidelines for instructional materials, curriculum content and teacher strategies.	Equal Rights for Women in Education Commission of the Stat Denver, CO
	Sexixm in Education: Joint Task Force Report	Guidelines for the elimination of stereotyped Instructional Materials (1972).	Joint Task Force Repor Pennsylvania Dept. of Education Box 911 Harrisburg, PA 17126
	Position Paper #14 New York State Board of Regents and the Commissioner of Education	Position paper calling for the revision of textbooks and course content.	New York State Dept. o Education Albany, NY 12224
	Feminist Resources for Schools and Colleges, a Guide to Curricular Materials	A primer of basic reading on sexism in education; guidelines for evaluating curriculum, textbooks and strategies.	The Feminist Press SUNY/College at Old Westbury Box 334 Old Westbury, NY 11568
	Media Guidelines	Guidelines and checklist for the portrayal of women in entertainment programming and advertising. Proposed by the National Commission of the Observance of International Women's Year.	Office of Public Information IWY Commission Room 1004 Dept. of State Buildin Washington, DC 20520 Specify leaflet L-1-July 1976

GUIDELINES	TITLE	DESCRIPTION	SOURCE
General (cont.)	Sexism in Textbooks: A Guide to Detection	Provides some general guidelines for recognizing textbook sexism. (1976)	Dr. John P. Schenck University of South Dakota Springfield, SD
Publishers'	Guidelines for the Treatment of the Texts in McGraw-Hill Book Company Publications		Public Information and Publicity Department McGraw-Hill Book Co. 1221 Avenue of the Americas New York, NY 10020
	Fair and Balanced Treatment of Minorities and Women	This pamphlet contains guidelines from Southwestern, publisher of instructional materials in business and economics.	Southwestern Publishing Company 5101 Madison Road Cincinnati, OH 45227
	Guidelines for Creating Positive Sexual and Racial Images in Educational Materials		The MacMillan Company 539 Turtle Creek South Drive Indianapolis, IN 46277
	Fairness in Educational Materials, Exploring the Issues	Guidelines for eliminating sex-bias in instructional materials (1976).	Science Research Associates, Inc. 259 East Erie Street Chicago, IL 60611
	Guidelines for Improving the Image of Women in Textbooks	Prepared by the Sexism in Textbooks Committee of Women at Scott, Foresman (1972).	Scott, Foresman & Co. 1900 East Lake Avenue Glenview, IL 60025
Location-Specific	A Checklist of Determine a Multi-Cultural/Nonsexist Approach in Your Texts	Developed within the Ames, Iowa Community Schools for use by faculty/staff in choosing and using texts in all subject/grade levels (1978).	Dr. Luther Kiser Associate Superintendent for Curriculum Ames Community Schools 120 South Kellogg Ames, IA 50010
	Discrimination and Sex Bias Evaluation	Example of a local rating form for evaluating materials for equalitarian approaches	EBE Project Albany County School District #1 Laramie, WY 82070
	Guidelines for Evaluation of Instructional Materials for Compliance with the Social Content Requirements of the Education Code	Prepared by the Curriculum Frameworks and Instructional Materials Selection Unit, California Department of Education (1976).	California State Dept. of Education Sacramento, CA

GUIDELINES	TITLE	DESCRIPTION	SOURCE
Elementary Education	Dick and Jane as Victims, Sex Stereotyping in Children's Readers	An analysis of 134 children's readers (1972).	Women on Words and Images P.O. Box 2163 Princeton, NJ 08540
	EPIE In-Brief Report #57 Sex Stereotyping in Instructional Materials	In-brief look at the problem of sex-stereotyping in textbooks, especially elementary level (1973).	Educational Products Information Exchange Institute 463 West Street New York, NY 10014
	"Non-sexist Curriculum Materials for Elementary Schools," edited by Laurie Olsen Johnson	A "Perspective on the Need for Non-sexist Curriculum" is included along with guidelines and checklists	Feminist Press Box 334 Old Westbury, CT 11568
Vocational Education	Guidelines for Eliminating Sexism in Print and Non-print Materials		Drs. Margaret Torrie & Virginia Thomas Project on Sex Equity in Vocational Educatio 166 Le Baron Hall Iowa State University Ames, IA 50011
	Guidelines for Sex-Fair Vocational Education Materials		Women on Words and Images P.O. Box 2163 Princeton, NJ 08540
	Checklist for Evaluating Sex Bias in Vocational Education Materials	A checklist derived from the analysis of 56 vocational education documents (1976).	Prepared under a USOE, Bureau of Occupational and Adult Education, contract by Deborah Ashford
	Guidelines for Evaluating Textbooks Formerly for One Sex	This checklist for evaluating vocational education texts appears in "Expanding Adolescent Role Expectations."	Community Service Education Department New York State College of Human Ecology A Statutory College of State University Cornell University Ithaca, NY
Career Education	Teacher/Counselor Checklist for Enriching Career Opportunity Awareness	Checklist for detecting and counteracting sexism in the classroom.	EPIE Career Education Set Volume 1--How to Select and Evaluate Instructional Materials EPIE Institute 463 West Street New York, NY 10014

GUIDELINES	TITLE	DESCRIPTION	SOURCE
.eer Education (cont.)	General Guidelines for Selection of Sex-Fair Measurement Devices	This checklist for evaluating vocational education texts appears in Expanding Adolescent Role Expectations.	Community Service Education Dept. New York State Colleg of Human Ecology A Statutory College o the State Universit Cornell University Ithaca, NY
	Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories	These guidelines, which address interest inventories and related services and materials appear in Sex Fairness in Career Guidance: A Learning Kit, have implications for other materials and processes related to career counseling, exploration and decision making. (1974)	Sex Fairness in Caree Guidance: A Learning Kit ABT Publications 55 Wheeler Street Cambridge, MA 02138
udio-Visual	A Rating Scale for A-V Materials	Detailed quantitative method for evaluation of A-V materials.	Charlotte Farris, Project Director Project on Reducing Sex Stereotyping in Teaching for Personal and Family Relations N 135 MVR Hall Cornell University Ithaca, NY 14853

Part 6--MEASUREMENT OF STAFF AND STUDENT ATTITUDE

Staff Attitude Survey

A search for instruments to measure attitudes toward sex roles was begun in August 1977. Contacts were made with persons and agencies which might have knowledge of such instruments. They included:

- *Regional and national university personnel
- *Area Educational Agency personnel
- *Authors
- *Appalachia Educational Laboratory
- *WEEAP/AIR--Women's Educational Equity Act Program/American Institutes for Research
- *ETS--Educational Testing Service
- *INFORMS--Iowa Network For Obtaining Resource Materials for Schools
- *NEA-IPD--National Education Association-Instruction and Professional Development division
- *MCEEO--Midwest Center for Equal Educational Opportunity
- *Ohio State Center for Vocational Education

Although a limited amount of time was available to search out an instrument for measuring teacher/counselor attitudes toward sex roles, an acceptable instrument was found in time to pre-test SERVES participants during the first workshop, held in August, 1977.

The instrument chosen was Patricia Auer Englehart's A Self Survey of Sex-Role Attitudes. This survey was published as part of a package, "Women and the World of Work," developed for counselors by the Minnesota State Department of Education and the Departments of Counseling and Student Personnel Psychology and Distributive Education at the University of Minnesota. This instrument had several advantages for use in this project. First, it had been used across time with groups of Minnesota counselors. Counselors, rather than the more typical college student groups, seemed to provide a reasonable comparison group for Project SERVES experimental and control groups. Second, there was a short form of the survey available which had been factored out of the longer form. Since the control group consisted oimately 160 secondary teachers, and since the survey would be admd in faculty meetings, a short survey was desirable in terms of ent administering and tabulating. Additionally, the instrument information about the instrument, and permission to use the instwere readily available.

Student Attivey

The stutitude survey chosen was Peggy Hawley's Attitudes Towards Sex Iventory, a sex-role perception instrument.

Althoughurvey had been used primarily with college students and some probth readability level were anticipated, it was the best choice, arison with all others, for the situation. This instrument ispart of the WEEAP/AIR Research Monograph, an instrumentation fors programs. It has also been selected for further validation stuhich are scheduled to be published with the revised monograph, Jun.

METHODOLOGY

In an effort to establish a sound evaluation basis for Project SERVES, the procedures used followed two avenues. Although the main objective of this project focused on raising teacher and counselor sensitivity relative to the inherent inequities of sex-role stereotyping in vocational education, it was obvious that Ames secondary students would also play in important part in the evaluation. As such, both secondary faculty and students were administered different pre and post tests to assess attitudinal changes prior to and after the treatment prescribed during the project.

Faculty

Active participants in the project included 35 secondary level teachers and 12 secondary level counselors. These faculty members were invited to become Project SERVES trainees and were so identified by virtue of their job responsibilities with junior and senior high school sutdents. All 47 faculty members who were invited to participate did in fact become trainees.

All Ames secondary faculty not identified as SERVES trainees were used as the control group. After being acquainted with the purposes of this project, their role could be identified as passive in that they participated only in the pre and post attitudinal testing.

Initially then, all Ames secondary faculty members were administered the "Self Survey of Sex Role Attitudes" instrument. Subsequent to this pre-test administration, the 47 SERVES trainees were involved in the project treatment which included 22 hours of training dealing with raising awareness levels relative to sex-role stereotyping in vocational education, as well as some skill training in identifying bias. After treatment was complete, the same instrument cited above was again administered as a post test.

Analysis of the secondary SERVES data included a 3-way Analysis of Variance (ANOVA) which was computed for each subscale score as well as for the total score of the "Self Survey of Sex Role Attitudes" survey instrument. Among the possible sources of variation, the most concern was for the (1)Treatment by Measure interaction and the (2) Treatment by Sex by Measure interaction. Since all sources of variation were fixed, the residual was assumed to be the appropriate denominator for the preliminary F-tests.

Preliminary analyses revealed statistically significant results for the Treatment by Measure interaction. Significance of this source of variation was found for both the total score data (TS) and for the sex role definition date (SRD). (See Tables 1 and 2 for details.) To enhance the power of the ANOVA, any source of variation with a probability level greater than 0.30 was pooled into the error term. This pooled analysis did not reveal any new significant F-test.

To further investigate the interactions, cell means were also plotted. (See Figures 1 and 2) As shown in Figure 1, the SERVES treatment does appear to have an effect upon the total score. The post-test measure is substantially lower for the SERVES trainees and higher for the non-SERVES faculty or control group. Similar results are illustrated in Figure 2.

It would, therefore, be appropriate to conclude that the SERVES treatment did affect attitudes concerning sex roles as measured by the "Self Survey of Sex Role Attitudes" instrument. Again significant F-test and substantive plots were found for the Treatment by Measure interaction within the analyses of both the total score data and the sex role definition data. More over, the SERVES treatment affected males as equally as it did females since the Sex by Treatment by Measure interaction was not shown to be statistically significant.

Students

In the Fall of 1977 all Ames junior and senior high school students were requested to complete the "Attitudes Toward Sex Roles Scale" instrument. Although these secondary students were not part of Project SERVES, it was assumed that many of them would, during the duration fo the project, be exposed to SERVES trainees. These same students were also administered the above cited instrument in the Spring of 1978 as a post-test.

As was the case for faculty data, student data analyses included a 3-way Analysis of Variance (ANOVA) which was computed for each item of the "Attitudes Toward Sex Roles Scale" instrument. Among the possible sources of variation, the most concern was for (1) the Sex by Measure interaction, (2) the Grade by Measure interaction, (3) the Sex by Grade interaction, and (4) the Measure by Sex by Grade interaction.

Preliminary analyses revealed few statistically signficant results. F-tests on each item demonstrated significant results on two items for both the Sex by Measure and the Grade by Measure interactions. Additionally, statistically significant results were found on 3 items for the Grade by Measure interaction and on 2 items for the Sex by Measure interaction. (See Table 3 for details)

In view of the multitude of variables which junior and senior high school students encounter in an academic year, results of the student data analyses must be viewed with caution. It would appear that some statistically significant attitude changes did take place as measured by the "Attitudes Toward Sex Roles Scale" instrument. However, since many students were never directly involved with SERVES trainees, one cannot conclude that the results present conclusive evidence of attitude change.

No detailed ANOVA tables are provided based on student data in that collective results give no strong indication of the SERVES project as being a major factor in the few instances where change was shown to be significant. Likewise, student data analyses do not give evidence that lack of statistically significant change on the majority of items tested can be related to the SERVES project.

TABLE 1

ANALYSIS OF VARIANCE FOR TOTAL SCORES ON "A SELF SURVEY OF SEX ROLE ATTITUDES" BY TREATMENT, SEX AND MEASURE AND THEIR INTERACTION

ANALYSIS OF VARIANCE

TS TOTAL SCORES
BY TRT SERVES OR NON-SERVES
SEX
MEASURE PRE-TEST OR POST-TEST

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	8127.746	3	2709.249	26.228	0.0
TRT	538.031	1	538.031	5.209	0.023
SEX	7619.027	1	7619.027	73.758	0.000
MEASURE	72.058	1	72.058	0.698	0.404
2-WAY INTERACTIONS	957.739	3	319.246	3.091	0.027
TRT SEX	486.927	1	486.927	4.714	0.031
TRT MEASURE	470.125	1	470.125	4.551	0.034
SEX MEASURE	0.127	1	0.127	0.001	0.972
3-WAY INTERACTIONS	174.055	1	174.055	1.685	0.195
TRT SEX MEASURE	174.055	1	174.055	1.685	0.195
EXPLAINED	16042.340	7	2291.763	22.186	0.000
RESIDUAL	32022.082	310	103.297		
TOTAL	48064.422	317	151.623		

318 CASES WERE PROCESSED.
0 CASES (0.0 PCT) WERE MISSING.

TABLE 2

ANALYSIS OF VARIANCE FOR SEX ROLE DEFINITION SCORES ON "A SELF SURVEY OF SEX ROLE ATTITUDES" BY TREATMENT, SEX AND MEASURE AND THEIR INTERACTION

```
                                ANALYSIS OF VARIANCE

                                SRD       SEX ROLE DEFINITION
                             BY TRT       SERVES OR NON-SERVES
                                SEX
                                MEASURE   PRE-TEST OR POST-TEST

SOURCE OF VARIATION                  SUM OF      DF         MEAN          F       SIGNIF
                                    SQUARES                SQUARE                   OF F

MAIN EFFECTS                       1005.031       3       335.010     18.713       0.000
   TRT                               37.090       1        37.090      2.072       0.151
   SEX                              967.521       1       967.521     54.043       0.000
   MEASURE                           11.551       1        11.551      0.645       0.422

2-WAY INTERACTIONS                  183.503       3        61.168      3.417       0.018
   TRT     SEX                       20.068       1        20.068      1.121       0.291
   TRT     MEASURE                  156.823       1       156.823      8.760       0.003
   SEX     MEASURE                   12.782       1        12.782      0.714       0.399

3-WAY INTERACTIONS                   18.423       1        18.423      1.029       0.311
   TRT     SEX     MEASURE           18.423       1        18.423      1.029       0.311

EXPLAINED                          1994.004       7       284.858     15.911       0.000

RESIDUAL                           5549.836     310        17.903

TOTAL                              7543.840     317        23.798

   318 CASES WERE PROCESSED.
     0 CASES (0.0 PCT) WERE MISSING.
```

TABLE 3

IDENTIFIED ITEMS FROM "ATTITUDES TOWARD SEX ROLES SCALE" FOUND TO SHOW STATISTICALLY DIFFERENT PRE AND POST-TEST RESULTS

ITEM NO.	TEXT	MEASURE IN SIGNIFICANT INTERACTION WITH
2	Women should be the "power behind the man" and not the one "out in front."	Sex and Grade
11	The best way for a woman to get her way with a man is to use feminine wiles and tricks.	Grade
13	The best guarantee of a good marriage is for the wife to be submissive to her husband.	Grade
18	Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.	Sex
23	Women should follow any vocation they wish, even if this violates tradition.	Sex
31	Married women should be able to have both male and female friends.	Sex and Grade
32	A college education is equally important for males and females.	Grade

PLOT OF THE TREATMENT BY MEASURE INTERACTION
FOR CELL MEANS BASED UPON TOTAL SCORES

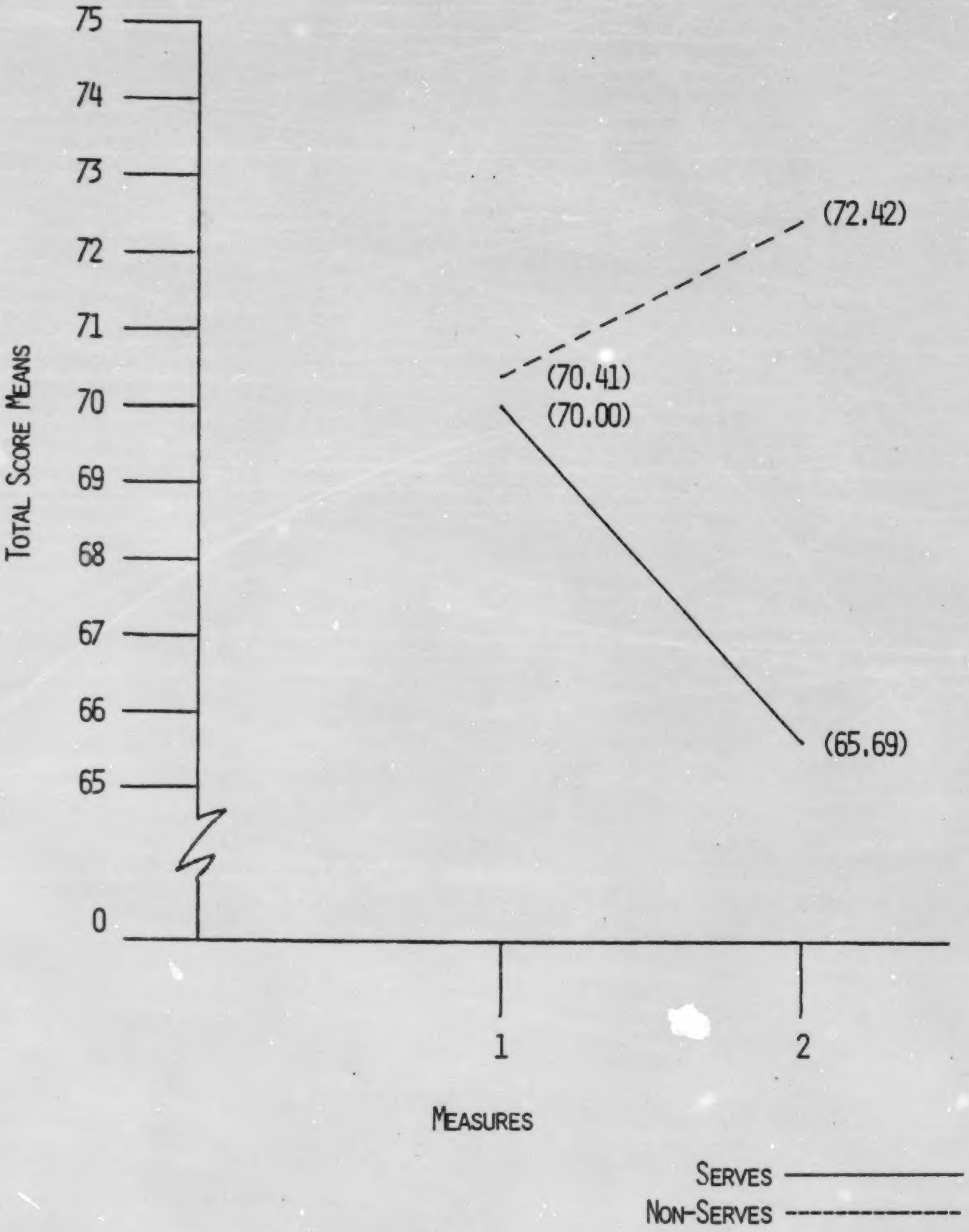


FIGURE 1

PLOT OF THE TREATMENT BY MEASURE INTERACTION
FOR CELL MEANS BASED UPON SEX ROLE DEFINITION SCORES

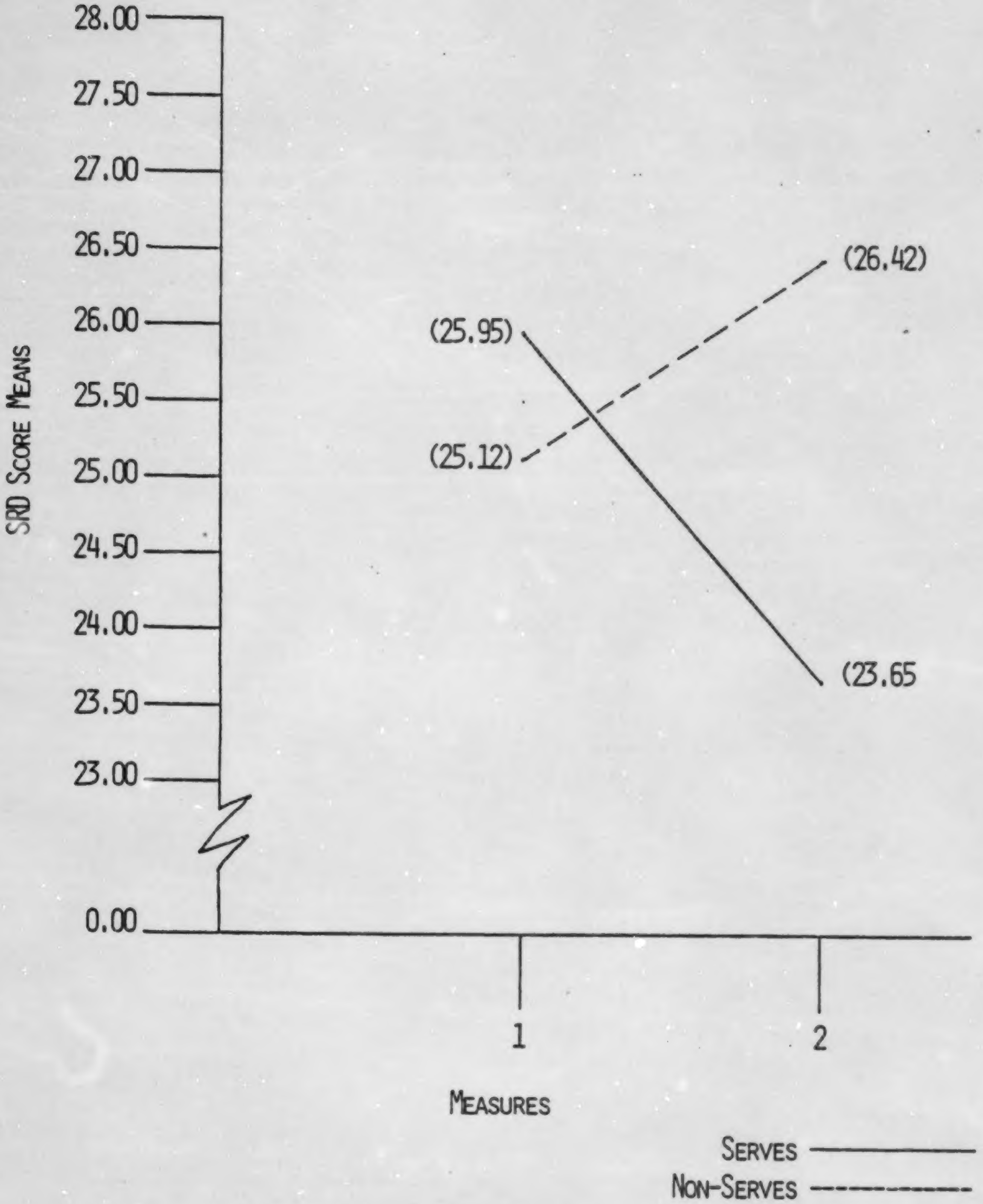


FIGURE 2

Part 7--LIST OF INSTRUMENTS TO MEASURE ATTITUDES TOWARD SEX-ROLES

A search for instruments to measure attitudes toward sex roles was initiated during the second week of the project and continued throughout the like of the project. In addition to the two instruments used for this project several others were located, several of which can be found in two primary sources: The Educational Testing Service (ETS) and a research monograph "Measures of Educational Equity for Women", produced by the American Institutes for Research (AIR), Palo Alto, CA. pursuant to contract under the Women's Education Equity Act Program (WEEAP).

The AIR/WEEAP Monograph includes several types of instruments that may be used in research for women's programs. The monograph will be republished in June, 1979 in an enlarged form and will include data from a series of validation studies conducted by AIR. Without question this monograph, available through WEEAP offices in the USOE, is the primary resource catalog of instrumentation for use in women's programs.

The list of instruments was obtained from contacts with the sources mentioned in Part 6.

A LIST OF INSTRUMENTS TO MEASURE ATTITUDES TOWARD SEX-ROLES

	Charge for Use	Copyright	Title	Author	Source
	U	U	ATTITUDE BEHAVIOR SCALE: ROLE OF WOMEN	Dr. John E. Jordan College of Education Michigan State University East Lansing, MI 48823	Same
	N	N	ATTITUDES TOWARD SEX ROLES SCALE	Peggy Hawley Coordinator of Graduate Programs and Research School of Education San Diego State University 5402 College Avenue San Diego, CA 92115	Same
(LV) (SV)	N Y	U U	ATTITUDES TOWARD WOMEN SCALE (AWS)	Janet T. Spence Robert Helmreich University of Texas at Austin Austin, TX 78712	Long Version (LV): Journal Supplement Abstract Service American Psychological Associati 1200 - 17th Street, N.W. Washington, DC 20036 (Manuscript No. 153) Short Version (SV): Janet Spence & Robert Helmreich in Bulletin of the Psychonomic Society, 1973, 2(4), 219-220.
	U	Y	BEM SEX-ROLE INVENTORY	Sandra L. Bem Department of Psychology Stanford University Stanford, CA 94305	Tests in Microfiche ETS Test Collection Educational Testing Service Princeton, NJ 08540 (Microfiche No. 00-1761) 1977 Annual Handbook for Group Facilitators John Jones & J. Will Pfeiffer, Ed 7596 Ends Avenue La Jolla, CA 92037

Charge for Use	Copyright	Title	Author	Source
N	N	CAREER ROLE IDENTIFICATION INVENTORY	Beverly J. Parks American Institutes for Research P.O. Box 113 Palo Alto, CA 94302	Same
U	U	CHASEN EARLY CHILDHOOD TEACHER ATTITUDE SCALE	Dr. Barbara G. Chasen School Psychologist Bureau of Child Guidance 116 W. 32nd Street, 13th Floor New York, NY 10001	Same
Y	U	CHASEN DIAGNOSTIC SEX-ROLE BIAS SCALE (DSRB)	Dr. Barbara G. Chasen Bureau of Child Guidance New York City Board of Education Sharon L. Weinberg Department of Educational Statistics New York University	Tests in Microfiche ETS Test Collection Educational Testing Service Princeton, NJ 08540 (Microfiche No. 008000)
Y	U	CLASSROOM ENVIRONMENT SCALE (CES)	Rudolf H. Moos Social Ecology Laboratory Stanford University Stanford, CA 94305 Edison J. Trickett Center for Study of Education Yale University New Haven, CT	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, CA 94306
Y	U	COMMUNITY-ORIENTED PROGRAMS ENVIRONMENT SCALE (COPES)	Rudolf H. Moos Social Ecology Laboratory Stanford University Stanford, CA 94305	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, CA 94306
U	N	EVALUATION SURVEY	Jo Renee Fine 35 Perry Street New York, NY 10014	ETS Tests in Microfiche ETS Test Collection Rosedale Road Princeton, NJ 08540

Charge for Use	Copyright	Title	Author	Source
Y	Y	EXAMINING SEXIST ATTITUDES AND EXPECTATIONS OF TEACHERS	Margot Stern Strom Iris Sue Feldman Lawrence School 27 Francis Street Brookline, MA 02146	Dr. Jacqueline Clement Assistant Supperitendent of Schoo Brookline Public Schools Town Hall Washington Street Brookline, MA 02146
Y	U	FAMILY ENVIRONMENT SCALE (FES)	Rudolf H. Moos Social Ecology Laboratory Stanford University Stanford, CA 94305	Consulting Psychologists Press, I 577 College Avenue Palo Alto, CA 94306
U	U	FEMININITY ADJECTIVE CHECKLIST	Ralph F. Berdie	Theda Hagenah Professor of Educational Psycholo and Director Student Counseling University of Minnesota 101 Eddy Hall Minneapolis, MN 55455
U	Y	FEMININITY STUDY	Frederick C. Thorn	Clinical Psychology Publishing Company, Inc. 4 Conant Square Brandon, VT 05733
Y	Y	FEMINISM SCALE	Judy Dempwolff 34 Cottage Street Natick, MA	Same
Y	Y	FENNEMA-SHERMAN MATHEMATICS ATTITUDES SCALE	Elizabeth Fennema Julia A. Sherman School of Education University of Wisconsin Madison, WI 53706	Journal Supplement Abstract Servi American Psychological Associatio 1200 - 17th Street, N.W. Washington, DC 20036 (Manuscript No. 1225)

Charge for Use	Copyright	Title	Author	Source
Y	U	GROUP ENVIRONMENT SCALE (GES)	Rudolf H. Moos Barrie Humphrey Social Ecology Laboratory Stanford University Stanford, CA 94305	Consulting Psychologists Press, Inc, 577 College Avenue Palo Alto, CA 94306
U	U	GROUP TOY-PREFERENCE TEST	Nicholas J. Anastasiow	Tests in Microfiche-B Test Collection Educational Testing Service Princeton, NJ 08540 (Microfiche No. 004293)
U	U	IDEAL WOMAN QUESTIONNAIRE	Margaret M. Bott 500 N. Negley Pittsburgh, PA 15206	Same
U	Y	IT SCALE FOR CHILDREN	Daniel G. Brown	Psychological Test Specialists Box 1441 Missoula, MT 59801
U	Y	MAFEER INVENTORY OF FEMININE VALUES	Anne Steinmann David J. Fox	Mafeer Foundation, Inc. 124 East 28th Street New York, NY 10016
U	Y	MAFEER INVENTORY OF MASCULINE VALUES	Same as above	Same as above
Y	Y	MATHEMATICS ANXIETY RATING SCALE	Richard M. Suinn Department of Psychology Colorado State University Fort Collins, CO 80523	Rocky Mountain Behavioral Science Institute P.O. Box 1066 Fort Collins, CO 80521

Charge for Use	Copyright	Title	Author	Source
Y	Y	PERSONAL ATTRIBUTES QUESTIONNAIRE (PAQ)	Janet T. Spence Robert Helmreich Joy Stapp Psychology Department University of Texas at Austin Austin, TX 78712	Journal Supplement Abstract Servi American Psychology Association 1200 - 17th Street, N.W. Washington, DC 20036 (Manuscript No. 617)
U	U	PERSONAL DATA QUESTIONNAIRE	Celia M. Halas 1742 W. Bethany Phoenix, AZ 85015	Same
U	U	PLAY AND GAME LIST	B. G. Rosenberg B. Sutton-Smith	B. G. Rosenberg University of California Department of Psychology Berkeley, CA 94720
U	U	QUESTIONNAIRE ON THE OCCUPATIONAL STATUS OF WOMEN	William C. Bingham Elaine W. House	Tests in Microfiche-A Test Collection Educational Testing Service Princeton, NJ 08540 (Microfiche No. 007525)
Y	U	SEX ATTITUDE MEASURE (SAM)/ SEX STEREOTYPE MEASURE II (SSM)	John E. Williams Deborah L. Best Department of Psychology Wake Forest University Winston-Salem, NC 27109	Same
Y	N	SEX ROLE IDEOLOGY AND FAMILY ORIENTATION SCALE (SRIFOS)	Shirley S. Angrist Richard Mickelsen Anthony N. Penna Carnegie-Mellon University School of Urban and Public Affairs Pittsburgh, PA 15213	Same

Charge for Use	Copyright	Title	Author	Source
Y	Y	SEX-ROLE SURVEY (SRS)	A. P. MacDonald, Jr. Center for the Study of Human Sexuality 4105 Medical Parkway, Suite 205 Austin, TX 78756	The Publications Office Center for the Study of Human Sexuality 4105 Medical Parkway, Suite 205 Austin, TX 78756
U	Y	SRA OPINION SURVEY FOR MEN AND WOMEN	Benson Rosen Thomas H. Jerdee University of North Carolina Graduate School of Business Administration Carroll Hall Chapel Hill, NC 27514	Science Research Associates, Inc. 259 East Erie Street Chicago, IL 60611
U	Y	SRA OPINION SURVEY FOR WOMEN	Same as above	Same as above
U	U	STRUCTURED INTERVIEW QUESTIONNAIRE	Celia M. Halas 1724 W. Bethany Phoenix, AZ 85015	Same
U	Y	STUDENT SURVEY, FOURTH AND FIFTH GRADE	Marlaine E. Lockheed Abigail M. Harris Educational Testing Service Princeton, NJ 08540	Marlaine E. Lockheed Educational Testing Service Princeton, NJ 08540
Y	U	UNIVERSITY RESIDENCE ENVIRONMENT SCALE (URES)	Rudolf H. Moos Marvin S. Gerst Social Ecology Laboratory Stanford University Stanford, CA 94305	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, CA 94306

Charge for Use	Copyright	Title	Author	Source
Y	U	WOMEN AS MANAGERS SCALE	Lawrence H. Peters University of Texas at Dallas James R. Terborg University of Illinois at Champaign-Urbana	Journal Supplement Abstract Servic American Psychological Associatio 1200 - 17th Street, N.W. Washington, DC 20036 (Manuscript No. 585)
Y	U	WOMEN'S LIBERATION SCALE (WLS)	Carlos Goldberg Psychology Department Indiana/Purdue University 1201 East 38th Street Indianapolis, IN 46205	Same as above (Manuscript No. 1187)
Y	Y	WORK ATMOSPHERE QUESTIONNAIRE (FORM WAQ-1c)	James K. Hoffmeister Donald R. Miller Test Analysis and Development Corporation (TADC) 855 Inca Parkway Boulder, CO 80303	James K. Hoffmeister Test Analysis and Development Corporation (TADC) 855 Inca Parkway Boulder, CO 80303
Y	U	WORK ENVIRONMENT SCALE (WES)	Rudolf H. Moos Paul M. Insel Social Ecology Laboratory Stanford University Stanford, CA 94305	Consulting Psychologists Press, In 577 College Avenue Palo Alto, CA 94306

Part 8--TRAINING MANUAL

The material contained in this training manual was assembled and distilled from our experiences while conducting over 20 hours of awareness training with the project participants and while conducting several training sessions with vocational educators in Iowa, Missouri, and Wisconsin.

From these experiences we have learned that the use of law and compliance-based approaches are counterproductive. We believe that schools are basically moral organizations and that teachers and administrators are basically moral people seeking to do the "right" thing for the young people in their charge. Coercive methods, although perhaps necessary in confronting power structures, are viewed as immoral in the school setting and will be met with strong resistance by school personnel. For this reason we minimized the emphasis on Title IX and other legal requirements. We concentrated our efforts on (1) making people aware of their own biases and the process by which they were developed, and (2) erasing the old biases and replacing them with new behaviors.

The direct training materials and training schedule developed here provide from three to four hours of initial awareness raising activities for faculty groups. They are a distillation of the best approaches we have found for confronting the "moral" issue of sex bias and sex role stereotyping. While we presented additional material to our training participants, much of it was presented in response to the stated needs and the specific requests that they made throughout the project. We chose to design our strategy as the training and the project progressed and we recommend a similar approach to anyone who wishes to make a lasting impact on their colleagues and their school system. By focusing on the individual needs of our faculty we avoid placing blame and avoid strong defensive attitudes on the part of our faculty. We instead found that our faculty became united in the cause of "doing the best for all our students".

TRAINING MANUAL:
A Sex Equity Workshop
To Raise Awareness of Sex Role Stereotyping
In Vocational Education

This manual contains:

1. Workshop Objectives
2. Workshop Agenda
3. Notes for the Trainer
4. Transparency Masters
5. Selected bibliography of films and resources

This workshop has been conducted successfully for secondary and post secondary vocational educators and school administrators at several sites and under various conditions. The sequence of the material presented in the agenda was found to be most conducive to a successful workshop which could be presented in a short period of time and act as an introductory activity to a longer workshop or a series of sex equity activities.

An optional unit in the workshop,which increases its length by approximately one hour,is the viewing and discussion of the film "Men's Lives." We found that raising the awareness of male stereotypes early in the workshop reduced the defensiveness of the male audience. This strategy appeared to have the effect of giving the males a real stake in the workshop. It played to the stereotypic superiority of the male and thereby gave male stature to the issue of sex equity. Sex equity was no longer viewed as "just a women's problem." The use of the film is considered optional and the workshop trainers should carefully consider their audience and preview the film along with the other materials prior to making a decision on its use.

It is important to the success of a sex equity program that the material presented here be used prior to any attempts to "solve" the problems of sex bias and sex role stereotyping. Awareness raising is necessary to allow the participants time to understand "why" before they are asked to deal with the "how" of correcting biases. Since the "why" is so embedded in the "how", this suggested sequence should minimize the need for repetition of the central issues.

WHO ARE THE WORKSHOP LEADERS?

Choose the leaders of the workshop carefully. Consider persons who have strong leadership skills, adequate public-speaking ability and if possible, those who have had success implementing sex equity policies. When choosing the presenters, remember that the affective component is as important as the cognitive component of the workshops. A team of two or more people who can share the responsibility of meeting the session objectives will offer advantages over a single presenter. Determine who the presenters will be and discuss their responsibilities with them well in advance of the workshop. The agenda for the workshop is provided within this resource book, but most presenters will need time to study their area of responsibility. Some people may already have an adequate grasp on the content, others will have a willing spirit but be limited in their knowledge base. Both have something to offer, and both need time to become familiar with the resources which can be made available for the workshop.

POSSIBLE AUDIENCES

The elimination of sex bias and sex role stereotyping is a complex problem which will not be solved by vocational educators alone. It will require the cooperative commitment of teachers, administrators, employers and parents.

Many groups in your community are potential audiences for the workshop outlined in this manual. Consider:

- Parent Groups
- Professional Societies
- Altruistic Groups
- Advisory Committees
- Teachers & Counselors, k-12
- Mini Groups
- Women's Groups
- Student Groups
- Labor Groups

MAXIMIZING PARTICIPATION

The room arrangement needs to be flexible to accommodate both full group listening and small group activities. The space should be suitable for viewing slides and transparencies. A display area should also be provided.

Plan for full and comfortable participation for the members of the workshop. Check the lighting, seating, ventilation, and temperature of the room. Don't assume that the acoustics are adequate just because the area is used for a classroom. Have materials available which the participants may not bring such as: paper, pencil, coffee, ashtrays, and waste receptacles, marking pens, tape and newsprint.

Sex equity should be a consideration when setting up the workshop itself. Avoid a schedule which competes with such after-school duties as advising or coaching. Think through the availability of restroom facilities for both sexes and the accessibility of telephones to those who may have parental or business concerns during the hours of the workshop.

SEX-ROLE SOCIALIZATION AND VOCATIONAL EDUCATION

OBJECTIVES

The participants will:

1. Recognize some predictable stages undergone as an individual copes with change--especially in regard to our changing sex roles.
2. Examine feelings and assumptions concerning sex bias and sex role stereotyping.
3. Recognize processes which shape expectations for male and female roles in our society.
4. Recognize the impact of sex bias and sex-role stereotyping on both men and women.
5. Identify alternatives to traditional sex roles.

AGENDA

Climate Setting (Suggested Opening Remarks)	5 minutes -----
Attitudinal Questionnaire	20 minutes -----
Predictable Stages in Change (Presentation)	15 minutes -----
*Optional Film "Men's Lives"	40 minutes -----
Discussion	20 minutes -----
Consciousness-Raising (Slide/Cassette Presentation)	20-40 minutes -----
Androgyny, A Positive Alternative (Presentation)	15 minutes -----
Factual Quiz, Women in the Work Force	30 minutes -----
Pamphlet Game (Recruitment Brochures)	5 minutes -----
Film (Work Related to Sex Roles)	15-30 minutes -----
Wrap Up	15 minutes -----

These activities will take from three to four hours. The trainers should be aware that the amount of spontaneous group discussion may cause considerable variation from group to group. This discussion should be carefully monitored to insure that the workshop stays on the subject and that it doesn't stray to false issues. At the same time the trainers should be willing to modify the agenda to accomodate a discussion in which participants have an opportunity to examine the issues and their own feelings and biases.

MATERIALS REVIEW: TO AID IN PREPARING AND CONDUCTING THE WORKSHOP

Climate Setting
(Suggested Opening Remarks)

Recognizing Predictable Stages in the Change Process
(A detailed outline for presenters with a transparency for duplication)

Consciousness-Raising Slide/Cassette Presentation
(To be located/ordered)

Androgyny, A Positive Alternative
(A detailed outline for the presenter with a transparency and a handout-related reading-to be duplicated)

Factual Quiz, Women in the Work Force
(True-False quiz on women in the work force to be duplicated for each participant. . . transparencies to be duplicated)

Pamphlet Game
(Presenter will need to gather a variety of recruitment brochures)

Film--Work Related to Sex Roles
(Film to be selected from list, located/ordered)

Wrap Up
(Suggested summary remarks for presenter . . . list of handouts-related readings - to be "talked through" with the participants)

CLIMATE SETTING-- Suggested Opening Remarks

For the Presenter

Sex bias and sex role stereotyping can be a controversial topic. It is well to set a climate early-on which allows people to vent their feelings and to make honest inquiry. Be sure that you are prepared to be non-defensive and open to disagreement.

Suggested Remarks

Because sex role stereotyping and sex equity in education and employment can be touchy topics, you are encouraged to share your thoughts with us at any time . . . .especially if you:

*Have a "revelation" of some kind . . .something "comes together" for you.

*Think I've presented some misinformation that you wish to challenge.

*Don't understand a point, and want to have it clarified.

ATTITUDINAL QUESTIONNAIRE

For the Presenter

A copy of this questionnaire will be found with the resource materials. Questions #1-15 are from Sex Fairness in Career Guidance: A Learning Kit, pp.2&3. The adjective checklist, question #16, is compiled from several sources and may be used in conjunction with the viewing of the slide/cassette presentation.

Suggested Remarks

To ease you into thinking about the topic of sex-role stereotyping, I'm going to ask you to complete this questionnaire, "Some Questions For Consideration". Your first reactions are best. Work quickly. This should take about 15 minutes.

(Allow 15 minutes for completion.) This questionnaire was for your own edification. You need not share your answers with anyone unless you wish to. The purpose was simply to start you examining your feelings and assumptions about sex-role stereotyping. You may put it aside for now. You may wish to refer to it throughout this session.

(The trainer may wish to have participants examine their answers in small groups. A further extension of this activity is to ask for consensus from the small groups and publish them on newsprint for the large group.)

PREDICTABLE STAGES IN THE CHANGE PROCESS--Presentation

For the Presenter

The model used in this presentation was developed by William Cross as an Afro-American model for Self-Actualization under conditions of oppression. It is also useful as a general model for recognizing some predictable stages in the change process. (Make a transparency listing the five stages in change from the model.)

Suggested Background Reading

* William E. Cross Jr., in Beyond Black or White, ed. by V. Dixon and B. Foster; Little, Brown & Co., Boston, 1971, pp.97-110.

Shirley McCune, et.al., Implementing Title IX: A Sample Workshop, Resource Center on Sex Roles in Education, National Foundation For the Improvement of Education, Washington, D.C., pp. 59-65.

Judith D. Palmer, "Stages of Women's Awareness" in Social Change: Ideas & Applications, Vol. 9 No. 1 1979, NTL Institute, Rosslyn Station, Arlington, VA. 22209

Suggested Remarks

In discussing Sex Role Stereotyping, there is a danger of laying guilt on people of both sexes if we talk about it only in terms of Right vs. Wrong. The elimination of Sex Role Stereotyping is as much a problem of coping with change as a question of Right vs. Wrong.

The world is changing (Give your own examples.)

____

____

Our sex roles are changing also, but our social mythology about sex roles is not keeping pace with the change. According to the Bureau of Labor Statistics, our image of the typical family in which the wife is a lifelong homemaker is an anachronism, yet we continue to have the image.

Different observers use different terms to describe certain rather predictable stages people encounter as they undergo change. This model adapted from one developed by William Cross* may be helpful to you.

STAGES IN THE CHANGE PROCESS

PRE-ENCOUNTER	Characterized by acceptance of society the way it is. . . "The way nature intended. . ." Characterized by self-denigration. Blames oneself for any discomfort experienced within the system. Tries to work within the system. Resists knowledge which will change present perceptions. May deny the existence of the problem. Both men and women may say things like; "Women have got it made.", "There's no problem in our school.", "What do those crazy Libbers want, anyway?". Has not discovered that there is a problem.
ENCOUNTER	Has a "discovery" experience, a personal encounter, which somehow jolts the person and seizes attention. Examples of Encounters: *Reading a book, seeing a film, etc., which suddenly articulates feelings held, but previously ignored or denied, bringing the realization that one is not alone in these feelings. *Talking with a friend or loved one who is well into awareness of the problem, possibly as a result of having been discriminated against. *Becoming a victim of discrimination in employment, consumer credit, athletics, school policies, etc.
IMMERSION/ EMERSION	IMMERSION--the individual is creating a whole new frame of reference. Everything is seen through this narrow aperture. A time of internal questioning. Tries to validate new perceptions gained during Encounter stage. Quiet on the outside, wheels turning on the inside. Individual is obsessed by the problem. . .reads, thinks, talks incessantly about it. Experiences guilt for having acquiesced. "Why was I so dumb?" This is a miserable, soul-searching time for the individual. Blames self for accepting the situation.

IMMERSION/ EMERSION	EMERSION--This is a miserable time for those around the individual. Blames everyone else for the situation. Experiences rage at others for having foisted the system on him/her. Individual becomes preachy, guilt-mongering, militant. . . e.g. the bra burning, man-hating feminist. May become isolationist. . ."Who needs men?" May become sexist. . ."Women are better than men."
INTERNALIZATION	A mellowing stage which must come to relieve the intensity of the previous stages. Becomes much less abrasive. Begins to control experiences rather than being controlled by them. Identifies implications of new perceptions for use in day-to-day living. Begins to quietly live experiences rather than preach them. Begins to experience inner security and self-satisfaction. Internalization is the stage in which the individual switches from mostly feeling to mostly thinking. The emotional reaction gives way to the rational action. Becomes receptive to plans of action.
COMMITMENT	Characterized by a willingness to work for social change---to become a change agent.

SUGGESTED SUMMARY REMARKS: This model is helpful for recognizing:

1. Where others are in the change process.
2. That you must interact with people on the basis of their position within this model. That is, you cannot discuss plans for social change with a person who has not yet encountered the problem. You may get compliance with social change, but not commitment to it.
3. That change is not a painless process.
4. That first reactions to change will probably come from the emotions and feelings of the individual.
5. That change takes time.

* * * * * * * * *

CONSCIOUSNESS-RAISING Slide/Cassette Presentation

("The Re-education of Women and Men: Creating New Relationships", available from the Center for Humanities, White Plains, NY, 10603, AC 914/946-0601)

For the Presenter

When the presentation reaches slides numbered 46 and 47, you may wish to substitute the adjective checklists from "Questions For Consideration" (question #16,) This gives participants a first-hand opportunity to examine their feelings about mental health in men and women. Typically, the characteristics people assign to men correlate with the characteristics they assign to the healthy adult. They do not assign the same characteristics to women as they do to the healthy adult. Simply put, this means that the normal female is not considered to be a healthy adult and the female who is a healthy adult is not a normal female. This is based on research done by Inge K. Broverman, a good summary of which appears in Women and Madness, by Phyllis Chesler, Avon, 1973, pp. 67-69.

ANDROGYNY, A POSITIVE ALTERNATIVE--Presentation

For the Presenter

The information presented here on achievement styles and the terms "Direct Achiever", "Vicarious Achiever", "Doer", and "Enabler" are taken from research done by Dr. Jean Lipman-Blumen of the National Institute of Education as reported by her at the Second Annual EBCE National Network Conference in Washington, D.C. in March of 1978.

Suggested Background Reading

"Androgyny", Jean Campbell, the 1977 Annual Handbook for Group Facilitators. LaJolla, CA., University Associates, 1977, pp. 105-107.

"Tough Dad, Tactful Mom, May Not Be The Best Match", University of Iowa Spectator (Alumni newspaper), April, 1978.

"Androgyny vs. the Tight Little Lives of Fluffy Women and Chesty Men", Sandra Bem, *Psychology Today*, September, 1975.

I. A common characteristic of happy, successful, creative and productive women and men is that neither clings tenaciously to traditional sex roles.

II. Such people are "androgynous". (Have the quality of "Androgyny")

III. Definition of Androgyny

A. The etymology of the word: the word, androgyny, comes to us from the Greek roots ANDRO, meaning man or male, and GYNE, meaning woman or female.

B. Androgynous people are those who possess a blend of masculine and feminine characteristics. They do not fit masculine or feminine stereotypes. They are unique combinations of human qualities, and they do not allow themselves to be limited only to the behaviors at either end of a male/female dichotomy.

IV. Looking at the positive qualities of the male and female stereotypes.

A. Positive Male Qualities	Positive Female Qualities
ambitious	affectionate
self-reliant	gentle
independent	understanding
assertive	sensitive
objective	tactful
adventurous	tender
decisive	compassionate
firm	warm

B. These are all good human characteristics, but extremely feminine women cannot easily choose to be independent, assertive, or firm. Extremely masculine men cannot choose to be sensitive, tender, or compassionate. Their behavioral options are bound by traditional sex roles.

C. Androgynous people are free to choose behaviors which are appropriate to the situation at hand. They are able to be tough or tender depending on the situation.

V. Men and Women also have stereotyped achievement styles.

A. Men are socialized to be direct achievers, or "doers". Women are socialized to be vicarious achievers, or "enablers". (This is over-simplified. There are shades and degrees of both direct and vicarious achievement styles.)

B. Both achievement styles are perfectly good ones when used appropriately, or when one is not used exclusively. Androgynous people are able to choose and use the style which is appropriate to the situation.

C. Examples of how sex role stereotyping can limit:

1. "Doers" are typically the ones promoted to management/administrative levels. The masculine man who cannot ever choose to use the "enabling" style that many administrative tasks call for will not function well in the capacity.

2. Since "enablers" seldom experience the satisfaction and self-esteem of tackling and completing a task directly, they may tend to take their satisfactions from being "manipulators" rather than "enablers".

D. Androgynous people are not stuck with using one achievement style. They may be "doers" at some times, and "enablers" at others.

VI. What androgyny is not. . .

A. It is not unisex. Androgyny implies that we are all unique. The term, unisex, implies that we are all alike.

B. It is not an attempt to turn men into women, or women into men, but to allow both women and men to behave as whole human beings with a full range of human behaviors.

FACTUAL QUIZ, WOMEN IN THE WORK FORCE--30 minutes

For the Presenter

So far, we have dealt mostly with the emotional impact of sex role stereotyping as it applies to women. Now we're going to look at some factual information on women and work. This true-false quiz will test participants' knowledge about women in the labor force. A copy of this quiz will be found here for duplication. This device, one of many such available, is from "Expanding Career Horizons: A Curriculum Kit".

1. Duplicate the 10 questions.
2. Have acetate transparencies made of the graphics which illustrate the answers.
3. Administer the quiz to the participants.
4. Share the answers with the group.
    a. Project the graphic illustrations.
    b. Read the question and the answer to the group. The graphics do not tell the whole story.
    c. Suggest that participants jot down the answers as they receive them.
    d. Allow time for reaction/discussion.

Please note: These are 1975 statistics. You, a colleague, or a participant may have more current information. Share it.

PAMPHLET GAME (Recruitment Brochures as Examples of Sex Bias and Sex Role Stereotyping)---5 minutes

For the Presenter

When discussing recruitment with vocational educators, it is possible to use recruitment brochures as concrete examples of unconscious sex bias and sex role stereotyping and its effect on program choice.

Assemble as many biased and unbiased recruitment brochures as you can find. Possible sources are area schools and secondary vocational cooperative programs such as OE, DE, T&I, HERO, etc. The best example is a "before" and "after" sample of a brochure which has been altered to meet sex-fair guidelines.

"Games" to Play with Recruitment Brochures

1. Put biased brochures in one stack and unbiased in another. Ask group to guess which is the larger stack, biased or unbiased.
2. Hold up biased brochures one at a time. Call out the program title (e.g. Building Trades, Secretary, Dental Assistant, Diesel Mechanic, etc.). Ask the group to guess whether the brochures depict or are directed at males or females. Lay "male" and "female" brochures in separate stacks.
3. Ask group which programs lead to higher paying jobs, those in the typically male stack or those in the typically female.
4. Display, describe, and/or pass around the sex-fair brochures to show what is possible/desirable.
5. If you have a Before/After brochure, pass out copies of each to all participants.

FILMS--Work Related to Sex Roles

For the Presenter

Any of these films would be suitable for use depending upon the time available and the audience.

The Woman's Game

Color, 30 min., Free Loan
Modern Talking Picture Service, Room 107, 2000 L St., N.W. Washington, D.C. 20036

This film, produced by HEW, uses "game" art work throughout as a means of moving from descriptions of one occupation to another. Women in various non-traditional occupations comment on their reasons for selection of such occupations and their job satisfaction. Values associated with work in non-traditional field are discussed. Jobs explored are: log truck driver, archeologist, student in art and athletics, aerospace teacher educator, and ocean engineer. Film guide available.

When I Grow Up

Color, 20 min., Free Loan
East Central Curriculum Management Center at the Illinois Office of Education.
Available commercially from: Cavalcade Productions, Inc., P.O. Box 801, Wheaton, ILL. 60187.

Short sequences show examples of sex-role stereotyping as it exists in school from kindergarten through high school, vocational and non-vocational. It is geared towards all adults involved in any aspect of the education of students. A discussion guide accompanies the film.

Anything You Want To Be

Color, 28 min., Free Loan (to schools within the Bell System) Northwestern Bell, 620 9th St., Des Moines, IA. 50309, (515)286-7242.

This film depicts a number of men and women pursuing various non-traditional careers. It raises questions about the changing concept of occupational roles open to men and women such as: "What is masculine/feminine?", "How valid are stereotypes?", "Does the responsibility of being a parent conflict with the pursuit of a career?".

The Fable of He and She

Color, 11 min., 1974, all ages, sale $165, rental $15. Learning Corp. of America, 711 Fifth Avenue, New York, NY 10022

This fable, animated with clay figures, challenges the stereotypical sex division of work. In the end, new ways are found to divide labor so that individuals are able to work at what best suits them. Charming and non-threatening.

Men's Lives

Color, 43 minutes, 1975, Grades 11-Adult, Sale $500, rental $59.
New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417

This journey back to the filmmaker's boyhood in the midwest, looks at the expectations and demands on the American male. Its examination of men's socialization and roles is warm, supportive and political. It looks at individual men but also at the societal processes that shape all of us.

* * * * * * * *

For the Presenter:

Tailor your introductory remarks to the film you choose. Include the idea that the film presents some positive alternatives to traditional sex roles. "The Women's Game" and "When I Grow Up" speak mostly to the problems of women. The "Fable of He and She" and "Anything You Want To Be" touches upon how stereotyping limits both sexes.

* * * * * * * *

WRAP UP

For the Presenter

Have any handouts or related readings for this session ready to be handed out.

I. "Talk-Thru" the handouts (related readings) for this session. Hold each one up and give a brief description. This allows participants to know what resources they have at hand.

II. "Some Questions for Reconsideration". Ask participants to take about five minutes to review the first attitudinal questionnaire "Some Questions for Consideration". Ask participants if they would not change any of their replies.

III. Invite questions about anything covered in the session.

PRE-ENCOUNTER

ENCOUNTER

IMMERSION/EMERSION

INTERNALIZATION

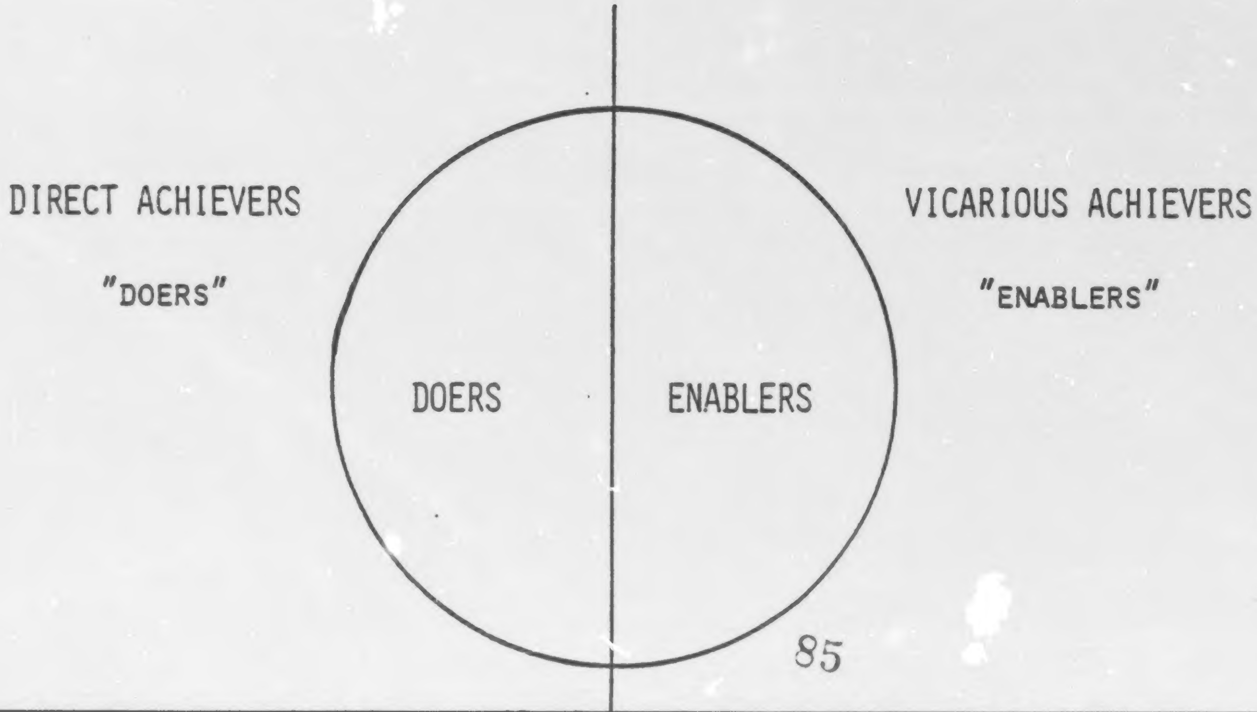
COMMITMENT

ANDROGYNY

ANDRO - - - GYNE

MAN - - - - WOMAN

MASCULINE	FEMININE
AMBITIOUS	AFFECTIONATE
SELF-RELIANT	GENTLE
INDEPENDENT	UNDERSTANDING
ASSERTIVE	SENSITIVE
OBJECTIVE	TACTFUL
ADVENTURESOME	TENDER
DECISIVE	COMPASSIONATE
FIRM	WARM


DIRECT ACHIEVERS
"DOERS"
VICARIOUS ACHIEVERS
"ENABLERS"
DOERS
ENABLERS

SOME QUESTIONS FOR CONSIDERATION*

Below are some questions designed to help you clarify some of your values with respect to sex-role stereotypes. Write down your answers and see how they may change after you have attended this workshop. Note that there are no right or wrong answers, nor is there a scoring mechanism. The questions are designed solely for your self-examination.

Indicate the extent of your agreement or disagreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. A career is necessary for a woman to be truly satisfied.	____	____	____	____
2. A career is necessary for a man to be truly satisfied.	____	____	____	____
3. Being a wife and mother is necessary for a woman to be truly satisfied.	____	____	____	____
4. Being a husband and father is necessary for a man to be truly satisfied.	____	____	____	____

Indicate your feelings about:	Strongly Agree	Agree	Disagree	Strongly Disagree
5. The Equal Right Amendment to the U.S. Constitution designed to prohibit states and the federal government from passing laws which discriminate on the basis of gender.	____	____	____	____
6. Equal responsibility by men and women for care of the home.	____	____	____	____
7. Equal responsibility by men and women for childrearing and child care.	____	____	____	____
8. Equal responsibility by men and women for "breadwinning".	____	____	____	____

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*Sex Fairness in Career Guidance: A Learning Kit, Abt Publications, 55 Wheeler Street, Cambridge, Massachusettes 02138.

If you were in a hiring position:

9. Would you hire a man as an auto mechanic before a woman, if the woman were only slightly better qualified:

   ___a) yes   ___b) no   ___c) it would depend on (specify)

10. Would you hire a woman as a secretary before a man, if the man were only slightly better qualified?

    ___a) yes   ___b) no   ___c) it would depend on (specify)

11. Mr. and Ms. A. are both working in careers that provide much satisfaction and opportunity for personal growth. They are separately offered jobs in different cities that would greatly advance their careers. What is their best solution?

    ___a) Stay put
    ___b) Mr. A takes new job, wife follows
    ___c) Ms. A takes new job, husband follows
    ___d) One partner takes the new job, decided by lot
    ___e) Separate, depending on distance, with each taking the job each wants, and waiting to see what happens

12. Mr. and Ms. M. share all household tasks and the care of their two small children. Both work half-time, which reduces their income but allows them to maintain this family relationship. How do you feel about Mr. M?

    ___a) Think that Mr. M is probably somewhat lazy and unmasculine
    ___b) Feel Mr. M is wasting his time and will never be successful
    ___c) Think it is great that Mr. M has someone to share his economic responsibilities and permit him to spend more time with his family
    ___d) Admire Mr. M but realize that you couldn't accept such an arrangement
    ___e) Have no particular feelings one way or the other

13. Ms. K has a three year old child. She works full-time because her career brings her personal satisfaction and helps supplement the family income. Her three year old is in a well-run day care center. How do you feel about Ms. K?

    ___a) Think Ms. K is probably somewhat aggressive and unfeminine
    ___b) Think Ms. K is neglecting her three year old child and should either postpone her career or work part-time
    ___c) Think it is great that Ms. K has the freedom to pursue her career interests and has found good care for her child
    ___d) Admire Ms. K but realize that you couldn't accept such an arrangement
    ___e) Have no particular feelings one way or the other

14. It is your son's sixth birthday. How do you feel about giving him a doll?

	Good	Not so Good	Ugh!
a) On the intellectual level	____	____	____
b) On the gut level	____	____	____

15. It is your daughter's sixth birthday. How do you feel about giving her a toy fire engine?

	Good	Not so Good	Ugh!
a) On the intellectual level	____	____	____
b) On the gut level	____	____	____

16. HOW DO YOU FEEL ABOUT EACH OF THESE CHARACTERISTICS?

DIRECTIONS:

Under the Healthy Adult column, check (x) those characteristics which best describe an emotionally healthy adult.

Under the Male and Female columns, check (x) the characteristics which are most often used to describe men, and those which are most often used to describe women.

	Healthy Adult	Male	Female
A. Adventurous			
B. Conceited about appearance			
C. Competitive			
D. Submissive			
E. Ambitious			
F. Excitable in a minor crisis			
G. Self-confident			
H. Easily influenced			
I. Independent			
J. Feelings easily hurt			
K. Aggressive			
L. Gentle			
M. Wordy			
N. Emotional			
O. Objective			
P. Neat			
Q. Quiet			
R. Scientific			
S. Insecure			
T. Logical			
U. Home-oriented			
V. Decisive			
W. Tactful			
X. Tender			

TRUE OR FALSE?

1. Although some women work for pay all their lives, most marry young and never join the labor force.

2. Out of every 10 workers, 6 are male and 4 are female.

3. Very few women with children under the age of 18 are in the labor force.

4. Out of every 10 women with children under the age of 6, three are in the labor force.

5. Nine out of 10 men over the age of 16 are in the labor force.

6. Eleven million American children live in families in which only one parent is present.

7. In families in which the husband and wife are both present, the wife rarely works outside the home.

8. Nearly half of all women over the age of 16 are in the labor force.

9. About 4 out of 10 adult women are single, widowed, divorced or separated from their husbands.

10. The average yearly wage for men workers is about $13,000 and the average yearly wage for women workers is about $8,000.

Part 9--SUMMARY & SUGGESTIONS

Reactions of Trainees--Value of Program

A goal of this project was to increase the awareness of participants to the problems of sexism in vocational education to the point where they would become involved as change agents.

Because secondary teachers/counselors were the main target group, a report of their reactions is important to include in a summary of this project.

The last of the four formal project workshops and work sessions was held in January, 1978. During the following May, 42 trainees were interviewed using a Participant Interview Form (PIF).

Participants revealed by their responses to the PIF that they had experienced heightened awareness.

Of 42 respondents, only one indicated that the project had been of no value. One said it had been of a little value. The rest indicated that the project had been valuable to them.

Of the 41 respondents who attached value to the project, almost all said that the reason was that they had experienced heightened awareness. Twenty-three of the respondents used the word "aware" in their statements.

This heightened level of awareness was borne out formally by the results of the Self Survey of Attitudes Toward Sex Roles and informally by a noticeable increase in the amount of references, often joking, to "sexism," "Womens' Lib," etc. during the course of the project. Although this type of joking sometimes indicated disregard, such was not the usual case. The joking was more akin to "name dropping" than "name calling." That is, it was felt more as an expression of awareness than of hostility.

The first PIF question, "Has this project been of any value to you? How?" brought the following replies:

Yes--Became more aware of vocational possibilities--and the problems of men and women in finding appropriate conditions and situations in the world of work.

Valuable on an awareness basis.

Yes--Basic awareness, expeically on materials.

Yes--Now take a critical look at texts, films, etc.

Yes--More awareness of biased bahavior and materials. I was semi-aware.

Yes--Awareness. I was an unaware sexist. Awareness of sex bias in texts.

Continued awareness of women in non-traditional roles.

Yes--Drew attention of the problem. Tuned me in to my own children and family situations.

Yes. Able to look at it openly--Awareness of whether or not one is biased.

Yes--Got our department together to hash things out. Came to agreements on current awareness.

Yes--Being aware and being able to recognize sexism. Was unaware before.

Tremendously. Most worthwhile project in my 30 some years in this district. Focused attention on the immensity and subtlety of stereotyping. Raised my own consciousness level.

Am more aware. Became aware of what was happening in other departments.

Never thought much about discrimination before. Made aware.

Made us aware of concerns we wouldn't have been aware of without SERVES. Nothing specific--just a general awareness.

Yes. Whole department more aware. An opportunity to actually go through materials for stereotyping and appropriate use. Offered an "excuse" to make such assignments within the department.

More aware of readings and how to examine materials (even for gifts to children and friends). More ready to discuss the issue of sexism. More aware of biased advertisements. Learned a non-threatening approach to discussing sexism with others.

Aware of biased materials. Thought more about bias. Have begun to evaluate materials more carefully. Became more tolerant of people who stereotype. Became better able to take care of myself in adult situation.

Sensitized to the feelings of others--Awareness. Think, now, about details. Am looking critically at materials--Have sharpened awareness.

Awareness of the need for change within this area. Need to be more assertive at times in looking at our behavior.

Yes. A new look at sex discrimination behavior. Influenced my awareness and changed me.

Yes. Awareness of sex roles within cultural contexts. Opportunity to work with others.

Yes. Increased knowledge and awareness.

Yes. Awareness of own biases.

Know and recognize subtle sexism. Project had a positive quality.

Only waited six years for this! Have needed the time to organize and write.

Awareness raised. Appreciated the time to work on items in our department.

Of more value than many other projects. Liked getting information and not just having my brains picked. Liked time given to do something about sexism in and for our department.

Yes. Emphasized what I already knew.

Brainstorming among counselors was useful. Awareness of other counselors rubs off on me.

Yes. A chance to get together with people to talk things over.

Confirmed my thinking. Didn't learn a lot of new things.

Yes--Got me to thinking beneath the surface of all aspects of life--especially my family life--not just about teaching.

Yes. Gave me background information about how society got this way--the socialization process, the cause and effect. Makes me think we're shooting at "too old" a target at the secondary level.

A little. Already aware of concepts.

Yes. Appreciated the time spent with others in the department and how sexism related to our goals and how our impact could be made in the total school

Gained more confidence due to support for what we were already doing.

A God-send. Much needed.

Worthy adventure.

Since this project, I can't look at anything without being aware of sex bias.

Amazing effect on consciousness level of staff. Most significant.

Reactions of Participants--Changes in Behavior

Apparently, this awareness triggered some changes in behavior. How did the SERVES experience change participants' actions? According to the PIF, most trainees were doing some things differently. Generally, this seemed to be not so much a matter of designing specific intervention strategies as it was of using sex-fairness as a pervasive "approach" to teaching and counseling.

PIF question #2 "As a result of SERVES, are you doing anything differently? What/How?" elicited the following replies:

No.

Not differently, but more--a matter of degree.

Discuss films in class for bias. Trying to arouse student concern about sexism. Cleaning up terminology used in instructional materials.

Am rethinking--extending my thinking into other areas--possibilities for women, especially in emerging careers areas.

No. The male/female ratio in my program in already non-traditional.

Continued awareness of discrimination. More emphasis on the roles of women.

Better career counseling--Used some new activities from Counselors Expanding Career Options.

Much less sexist in my behavior. Am using biographies of minorities and women in my classes.

More critical and observant of information and resources.

Encourage non-traditional choices of students more.

Began weeding IMC materials.

Already was quite aware.

Try to make kids more aware of changes which are coming. e.g. We re-write sexist letters--(from texts) as a class exercise.

I watch my (biased) language.

Include both sexes more consciously in class presentations and in my total curriculum.

More open attitude. Changes are subtle. You don't know when you shift gears.

Awareness--subconscious, small changes.

Change in language. e.g. Question with the class the manager-as-"he."

Answer student questions differently. New attitude pervades everything I do in class.

No--continued attitude.

Have read about sexism a lot. Raised my own consciousness level. Am aware of the need to push students more and provide more support for non-traditional choices.

More aware. This brings sex bias to the attention of kids.

Didn't have a problem that way.

Haven't changed a great deal, but I may be unconsciously doing things differently.

Evaluating counseling materials. Development of field trips.

Discussed sex-stereotyping with my career guidance class.

Place emphasis on job opportunities and employment trends with my students--they're mostly female.

Evaluated our texts as a department.

Noticed that books are becoming more race/sex-fair.

We're reviewing guidance materials--searching for a new interest inventory.

Looked at elective courses and how they're selected. Am encouraging non-traditional career exploration.

Equal emphasis on encouraging boys and girls to elect home economics courses.

Encouraging more non-traditional career exploration choices.

A-V Club--Have all kids do all kinds of work ragher than some taking certain jobs based on sex. Letting kids choose their assignments--girls doing sound equipment, boys weeding books.

Ordering materials differently. Structuring activities differently. Stressing equal opportunity more.

Changed speech patterns and written communications with others.

Changing guidance materials and react differently now to students and staff.

No big change--Non-sexist behaviors were already part of me.

Try to treat kids equally and not let my biases show. Chores are equally distributed.

Watching subtleties.

Now assume that kids' expectations should be the same. Expect more from individuals. Do not role-type boys or girls.

________ (a colleague) and I talk more regarding the program.

I almost "forced" student examination of non-traditional occupations for ninth grade career exploration.

Am saying more to other teachers (about sexism) in departmental meetings.

Changed some testing--especially examined the DAT (Differential Aptitude Test).

Revised some goals--Will identify biased material--All non-print is now being previewed for sex bias.

Reviewing materials to eliminate abvious bias. Am creating supplementary materials.

Further development of our sex-bias unit. Replacing a career interest test, revising course discriptions and initiating a careers unit using non-traditional guest speakers. Want to get our sex-bias unit formally into the curriculum.

I'm becoming convinced that it's not the big sweeping changes,,,it's the day-to-day approach that's important.

Updating distributive education materials, especially on business management. Setting up training plans--sex-fair viewpoint.

Reactions of Participants--Suggestions for Improvement

A major criticism of staff development projects within the district in recent years (TEAMS, PRICE ______________________________ ______________________________ etc.) had been that participants felt that they did not have the time to plan and implement new concepts. Two six-hour "woodshedding" sessions were planned into Project SERVES in order to provide actual planning and writing time for trainees.

The fourth PIF question was "How could this project have been improved in order to have helped you more?"

Responses to this question did not fall into discernable patterns suggesting that the format and content was acceptable and useful to most participants.

That the "woodshedding" sessions were productive in terms of plans and products would tend to reinforce this conclusion.

Reactions of Project Staff

On the basis of experiences with Project SERVES, the project staff offers the following observations:

> Project trainees became measureably and observably more aware of sexism as a problem in vocational education. (As evidenced by the SSATSR, the PIF and trainees day-to-day actions.)
>
> The trainees, as a group, became more committed to the reduction of sexism in vocational education as evidenced by self-evaluation, by plans and products, and by observable behaviors.
>
> The notion of change as a process is a useful one, helping both staff and trainees keep some perspective regarding each other as they examine the phenomenon of sexism together. For discussion of Stages in the Change Process, see the introduction of this report.
>
> It is strongly suggested that sometime early in the awareness-raising sessions, a good look be taken at what sex-role stereotyping costs men. Most sex equity efforts are extremely female-intensive, i.e. they focus on sexism as a women's problem only. Focusing at some point on the difficulties of the male role tends to reduce defensiveness and guilt and reveals sexism as a problem which includes both men and women. (Care should be taken that this session does not provide trainees with a cop-out for not working toward the elimination of sexism.)
>
> Many trainees felt that during the elementary grades, especially primary, is the optimum time for applying intervention strategies in regard to sex-role socialization. While willing, even eager, to do their part they felt that they met their secondary students "too late" for maximum effectiveness.

When trainees are given the time and resources to "do," they develop some ownership of curricular changes and move toward committment to change. When they are told what they must do, and given no time to do it, the best that can be hoped for is a grudging and minimal compliance with change.

Teachers and counselors composed the project target group. The impact of this project on students is not yet known. The intervention in the lives of faculty, however great, has not yet had time to significantly affect the enrollment patterns of students, let alone the career expectations of those students.

One dramatic enrollment shift occurred. The female enrollment in the Trades and Industries cooperative vocational education program rose 600%. Those involved are of the opinion that this enrollment shift is directly attributable to the effects of Project SERVES, i.e. it is a manifestation of changed attitudes of SERVES trainees.

Student attitudes were measured, pre and post, but no attempt was made to set up experimental and control groups. The results of this testing are potentially useful as a contribution to the validation of the Attitudes Toward Sex Roles Questionnaire (ASRQ) for use with junior and senior high populations.

Other researchers may wish to examine the impact on student attitudes and/or enrollments where the trainees (teachers and counselors) use either a generalized non-sexist approach or specific intervention strategies.

Other researchers may wish to examine the effects of scheduling problems on sex-typed vocational education enrollments.

Appendix A

FACULTY ATTITUDE SURVEY
"A Self Survey of Sex Role Attitudes"

DIRECTIONS

Please read carefully

The following survey attempts to investigate counselor attitudes toward women. It consists of 18 statements. You are to react to each statement, indicating degree of support or non-support. The scale and its interpretation is as follows:

Strongly Disagree - Indicates a concerned, strong, negative feeling about the statement.

Mildly Disagree - Indicates less concern, but still negative feeling about the statement.

Equally Agree and Disagree - Indicates an ambivalent feeling about the statement, to which you cannot give direction.

Mildly Agree - Indicates less concern, but a still positive feeling about the statement.

Strongly Agree - Indicates a concerned, strong, positive feeling about the statement.

Approach the survey in a truthful and candid manner. Try not to qualify and make exceptions to the statements, but rather react quickly to them. Make only one choice per statement, using an X and don't leave any blank.

A SELF SURVEY OF SEX ROLE ATTITUDES

			SD	MD	RAD	MA	SA
1.	A woman who works full time cannot possibly be as good a mother to her grade school age children as one who stays at home.	1.	( )	( )	( )	( )	( )
2.	Women tend to respond emotionally, men by thinking.	2.	( )	( )	( )	( )	( )
3.	There should be a sex advantage to boys, other things being equal, on the granting of graduate fellowships.	3.	( )	( )	( )	( )	( )
4.	Women with ability should feel a responsibility for using their talents for the betterment of mankind.	4.	( )	( )	( )	( )	( )
5.	The values and ideals held by women will have more impact on society if women are encouraged to get sufficient education and professional training.	5.	( )	( )	( )	( )	( )
6.	Men are meant to lead, and women, except in extreme circumstances, to follow.	6.	( )	( )	( )	( )	( )
7.	A married woman with preschool age children is justified in working simply because she wants to.	7.	( )	( )	( )	( )	( )
8.	Many emotional and adjustment problems in children are primarily due to working mothers.	8.	( )	( )	( )	( )	( )
9.	Many women have a responsibility to put their humanizing talents to work outside the home.	9.	( )	( )	( )	( )	( )
10.	Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation.	10.	( )	( )	( )	( )	( )
11.	Courses in math and physics should be considered by more girls than are considering them today.	11.	( )	( )	( )	( )	( )
12.	Mothers of children under 3 should not work either full or part time unless there is serious economic necessity for so doing.	12.	( )	( )	( )	( )	( )
13.	Women should decorate and enhance their homes and leave the larger world to men.	13.	( )	( )	( )	( )	( )

			SD	MD	EAD	MA	SA
14.	A choice between being a wife and mother and working full time is no longer necessary as the two can be integrated.	14.	( )	( )	( )	( )	( )
15.	One of our greatest untapped resources of competent professionals, in many areas, is women.	15.	( )	( )	( )	( )	( )
16.	Boys need to be educated so that they will be more cognizant of the broader role of today's women.	16.	( )	( )	( )	( )	( )
17.	Few women have the fortitude and ability to compete in a man's world, such as in economics and politics.	17.	( )	( )	( )	( )	( )
18.	A married woman with children at home should not become involved at the career level of work.	18.	( )	( )	( )	( )	( )

SCORING INSTRUCTIONS

If you would like to take the survey, you can hand score it by following the below procedure.

Items numbered 4, 5, 7, 9, 14, 15 and 16 are emergently stated items and should be given the following number of points for each of the five possible choices.

Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.

Items numbered 1, 2, 3, 6, 8, 10, 11, 12, 13, 17 and 18 are traditionally stated items and should be given the following number of points for each of the five possible choices. (Note that these items are scored backward.)

Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
5 pts.	4 pts	3 pts.	2 pts.	1 pt.

To compare your scores with counselor groups on each of the three factors you need to know which six items are in each factor.

Factor	Item Numbers
Working Mother Factor	1, 7, 8, 12, 14, 18
Sex Role Definition Factor	2, 3, 6, 10, 13, 17
Societal Impact Factor	4, 5, 9, 11, 15, 16

Now add the 6 scores for each factor and divide by the number of items (6) to obtain an average factor score for each of the three factors. Now compare your average factor scores with the following counselor group averages obtained in 1968, 1971 and 1974 administrations of the attitude survey.

Counselor Group and Factor	1968	1971	1974
Men: Working Mother	2.9	2.9	3.3
Women: Working Mother	3.7	4.0	4.1
Men: Sex Role Definition	3.4	3.7	4.2
Women: Sex Role Definition	3.9	4.4	4.5
Men: Societal Impact	4.1	4.1	4.1
Women: Societal Impact	4.5	4.5	4.5

Appendix B

STUDENT ATTITUDE SURVEY
"Attitudes Towards Sex Roles Scale"

ATTITUDES TOWARD SEX ROLES SCALE (1968)
(REVISED 1977)

AUTHOR

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San Diego, CA 92115

PURPOSE AND USE

The scale measures responses to commonly held notions of sex-role behavior along a continuum ranging from dichotomous to androgynous. This scale is based on the assumption that some individuals dichotomize attitudes and behaviors believed to be appropriately male or female and that other persons tend to ignore sex-role expectations and see attitudes and behaviors as appropriate to both sexes, that is, they hold androgynous worldviews. It has been used with adult men and women and most recently with young women in high school and their counselors, for whom it was also translated into Spanish. The English and Spanish versions are in the instrument package. In the high school setting, the scale was used to measure the ways in which the students and their counselors define femaleness, so that the students, aware of their perceptions, might make better career choices and the counselors, aware of models of femininity different from their own, might avoid stereotype-bound counseling.

DESCRIPTION

Development. The scale was developed to test the hypothesis that men's views of appropriate feminine behavior play a significant although often unrecognized part in the processes underlying women's career development, which make that development different from men's. The pilot study sample consisted of 33 women assigned to one of the following career groups: Homemaker Career, Feminine Career, and Androgynous Career. Twenty persons from similar career groups judged 80 attitudinal or behavioral statements according to their representativeness of current views and sex-role expectancies. The pilot sample then responded to each statement as they thought significant men in their lives would respond. Responses were subjected to a principal-axis analysis; 5 of the 6 factors derived had sufficient item loading to be interpretable. Only items loading on 2 factors at .45 or above were used in the final 35-item instrument. Five subscales (constructs)--Woman as Partner, as Ingenue, as Homemaker, as Competitor, and as Knower--were formed, with 7 items comprising each subscale.

Format. The scale is a Likert-type instrument, consisting of 35 statements to which respondents may agree or disagree at 3 levels of intensity (from "very strongly agree" to "very strongly disagree"). No neutral response is provided.

Administration. The scale was group administered. Thirty minutes should be a sufficient amount of time to complete the scale. Administration directions precede the statements on the scale.

Scoring. The scale is hand scored. A scoring key, including interpretation of scores, appears with the instrument.

Cost. None.

Availability. The scale is not copyrighted and may be reproduced without permission from the author.

RELIABILITY

Internal consistency. 86 women participated in the first study done with this scale, conducted by the author. They were divided into married and not married categories and were assigned to the appropriate career group (Homemaker, N = 33; Feminine, N = 30; Androgynous, N = 23). Average characteristics of women in the Homemaker Career group were 51 years old, 1 year of college, 4 children, and annual income of $19,000; 25 were married and 8 were not. For women in the Feminine Career group, the averages were 35 years old, 4 years of college, 2.4 children, and a combined annual income of $15,000; 13 were married and 17 were not. Average characteristics of women in the Androgynous Career group were 41 years old, 6 years of college, 2.1 children, and a combined annual income of $18,000; 13 were married and 10 were not. Alpha coefficients of internal consistency were obtained for the dependent variables. Reliability ranged from .73 to .83.

A year later Hawley conducted another study with 136 randomly selected women college students who were majoring either in teacher preparation (N = 45), math-science (N = 39), or counseling preparation (N = 52). Mean age of the teacher group was 26.34 years; 21 were married and 18 were not. Mean age of the math-science majors was 26.56 years; 21 were married and 18 were not. Mean age of counselors was 32.81 years; 27 were married and 25 were not. They had an average of 4.7 years teaching experience. Subscale reliability ranged from .70 to .84, and the overall reliability estimate was .93.

In 1975, a revised version of the scale was given to 2,234 female high school students and 65 counselors, 31 of whom were women and 34 men. The students were randomly selected from 12 public high schools and 1 parochial school in Southern California. They were free to take either the English or Spanish version, however, the number who took each version was not recorded. The alpha coefficient (determined using Cronbach's generalization of KR-20) was .86 for the young women and .93 for counselors.

VALIDITY

Construct. All three of Hawley's studies (1971, 1972, 1975) demonstrated that the scale discriminates between groups in the samples. Women's perceptions of male views of the feminine ideal differed significantly depending upon their career group and according to their marital status. Refer to the publications listed in the reference section of this description for further information on development and validity.

Concurrent. In the spring of 1977, Hawley administered her scale and the Bem Sex-Role Inventory (BSRI) to 56 male and female graduate students of Education. It was assumed that each scale measures androgyny. Although no correlation was found between the total scores on the 2 instruments, a number of significant relationships were found between certain items on the Hawley Scale and the "difference" score on Bem's Inventory (Hawley, 1977). (The BSRI is described elsewhere in this instrument package.)

OTHER TECHNICAL INFORMATION GIVEN

Kaplan and Goldman (1973) modified Hawley's scale for their study. About 24 male and 30 female college students responded to the items as they believed the average man would respond (stereotypically). The other half of the sample, 25 males and 23 females, responded as they believed the average woman would respond. The average man was seen as viewing women in a more traditional manner than the average woman and the women in the sample perceived more dissimilarity between the average man and woman than did the men in the sample. Also, the 5 subscales were found to be highly intercorrelated.

SOURCE

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TO: Secondary Classroom Teachers

FROM: Cal Halliburton and Sheryl Barta

RE: Project SERVES Survey

The Survey you are about to administer to your students is part of the Ames Community School District's efforts to insure educational equity. The survey is part of a continuing study of our student population that is being initiated this year through a Vocational Education Research Project Grant. As a part of the grant program, students will be surveyed twice this year (October/November and May). This year's surveys will be the beginning of a longitudinal study to be conducted by the District over the next several years.

To insure uniformity of administration of the questionnaire, please read all of the instructions to the students. As each student completes the survey, please check for:

1. School code
2. Grade Level
3. Sex

When all students have completed the Survey and all have been collected, you may wish to initiate a discussion of some of the ideas. Thank you for your cooperation.

Please read these instructions to your students before they begin the survey.

You are about to participate in a research study that the Ames Community School District is conducting to determine what you think people should do or what people are able to do. The general survey results will be available to you on request.

FIRST Complete the following information on the front of the answer sheet

GRADE or LEVEL. Darken the CIRCLE that corresponds to your grade in school.

SEX Darken the CIRCLE that indicates your sex.

SCHOOL NUMBER In the RIGHT hand column darken

CIRCLE 1	for Ames Senior High School
CIRCLE 2	for Central Junior High School
CIRCLE 3	for Welch Junior High School

Turn to the back of the answer sheet. All responses to the statements on this survey will be made by darkening the circle that corresponds to your response.

There are SIX possible responses to each statement

Darken Circle "A" if you "Very Strongly Agree"
Darken Circle "B" if you "Strongly Agree"
Darken Circle "C" if you "Agree"
Darken Circle "D" if you "Disagree"
Darken Circle "E" if you "Strongly Disagree"

DO NOT DARKEN any circles if you "Very Strongly disagree" with the statement. DO NOT LEAVE ALL CIRCLES BLANK UNLESS you want to "very strongly disagree" with the statement.

Teacher: Make this point very clear. If students leave a row of circles blank they are indicating that they "very strongly disagree" with the statement.

District ____________________ School ______________________________ Teacher 99

Grade or Level ____________________

LAST NAME	FIRST NAME	MI
○ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	○ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	○ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

DIRECTIONS FOR MARKING NAME GRID

Print your name in the boxes above the columns of letters. Print as many letters of your name as will fit in the areas for last name, first name and middle initial. You may have to leave out some letters. Blacken the circle below each box that has the same letter as the box. Blacken in a blank circle at the top of the column for any unused spaces.

DIRECTIONS FOR MARKING ANSWER SHEET

- Use a #2 or 2½ lead pencil.
- Do NOT use ink or ballpoint pens.
- Complete the identification section as you are instructed.
- Be certain that each circle is filled in properly with a heavy black mark.
- If you erase, erase completely.
- Make no stray marks on this answer sheet.

SAMPLE

● Proper Mark

⊗ Improper Mark

∅ Improper Mark

⊙ Improper Mark

GRADE OR LEVEL
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

SEX
Male Ⓜ
Female Ⓕ

BIRTH DATE		
MONTH	YEAR	
Jan. ○	⓪	⓪
Feb. ○	①	①
March ○	②	②
April ○	③	③
May ○	④	④
June ○	⑤	⑤
July ○	⑥	⑥
Aug. ○	⑦	⑦
Sept. ○	⑧	⑧
Oct. ○	⑨	⑨
Nov. ○		
Dec. ○		

COUNTY CODE	DISTRICT CODE	SCHOOL NUMBER	CLASS TEACHER	STUDENT NUMBER
⓪⓪	⓪⓪⓪⓪	⓪⓪⓪⓪	⓪⓪⓪	⓪⓪⓪
①①	①①①①	①①①①	①①①	①①①
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③③	③③③③	③③③③	③③③	③③③
④④	④④④④	④④④④	④④④	④④④
⑤⑤	⑤⑤⑤⑤	⑤⑤⑤⑤	⑤⑤⑤	⑤⑤⑤
⑥⑥	⑥⑥⑥⑥	⑥⑥⑥⑥	⑥⑥⑥	⑥⑥⑥
⑦⑦	⑦⑦⑦⑦	⑦⑦⑦⑦	⑦⑦⑦	⑦⑦⑦
⑧⑧	⑧⑧⑧⑧	⑧⑧⑧⑧	⑧⑧⑧	⑧⑧⑧
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Form 101
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by MIECC

NCS Trans-Optic F2619-5432

Instructions continued:

Sample # 1

Statement

A rose has a good smell. A B C D E

(I darken circle "C" if I "AGREE")

Sample # 2

Statement

A lemon tastes sweet. A B C D E

(I leave all circles "Blank" if I "VERY STRONGLY DISAGREE"

NOW Turn to the first page of the survey and listen to and read the instructions carefully.

Directions: Listed below are some common ideas about women's roles in relationship to men and some common ideas about men's roles in relationship to women. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by DARKENING the appropriate CIRCLE on the answer sheet. DO NOT MARK on the survey.

Please remain quite until all students have completed the survey and all surveys have been collected.

ATTITUDES TOWARD SEX ROLES SCALE

Directions: Listed below are 45 common ideas about women's roles in relationship to men and some common ideas about men's roles in relationship to women. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						1. Men and women should share both the responsibilities and privileges of life equally.
						2. Women should be the "power behind the man" and not the one "out in front."
						3. Truly feminine women let the man believe he is boss even when this is not true.
						4. Women should express their opinions honestly, even if this is in disagreement with a man.
						5. It is appropriate to divide work into "man's work" and "women's work."
						6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
						8. Women can think as logically as men.
						9. Acting helpless makes a woman appear more feminine.
						10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						12. In a business setting, the woman who acts seductively is not behaving appropriately.
						13. The best guarantee of a good marriage is for the wife to be submissive to her husband.
						14. The most important characteristic for a wife is physical attractiveness.
						15. A woman should work only is she can do so without interferring with her domestic duties.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						16. The best way for a woman to show her love for her family is to dedicate her time to being a housewife.
						17. It is possible for women to combine home and career and do both successfully.
						18. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.
						19. Women who work outside the home tend to be more interesting people than those who do not.
						20. It is only natural for women to be interested in people and men to be interested in ideas.
						21. A woman's place is primarily in the home.
						22. Modern women are too competitive.
						23. Women should follow any vocation they wish, even if this violates tradition.
						24. Highly paid jobs should go to men with families to support.
						25. A wife should not compete with her husband in his own area of endeavor.
						26. Women can work in any vocation without appearing masculine.
						27. Men are willing to work for a woman as long as she is competent.
						28. It is not possible to maintain a romantic relationship when a woman beats the man "at his own game."
						29. There is no genetic difference between the sexes in intellectual ability.
						30. Beauty is more important to feminity than intelligence.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						31. Married women should be able to have both male and female friends.
						32. A college education is equally important for males and females.
						33. It is just as important for women to be intellectually capable as it is for men.
						34. Males are inherently capable in some areas and women in others.
						35. It would be appropriate for a woman to be President of the United States if she were qualified.
						36. Men should protect women from the harsher realities of life.
						37. Men who take charge of situations appear more masculine.
						38. The man should be the boss in a marriage.
						39. It is possible for a man to combine home and career and do both successfully.
						40. The most important characteristic of a husband is his ability to earn a good salary.
						41. Men should be able to choose homemaking as a career, even if this violates tradition.
						42. The way for a man to show his love for his family is to dedicate his time to advancing his career.
						43. Men can work in any vocation without appearing feminine.
						44. Intelligence is more important to masculinity than physical attractiveness.
						45. If a man took time away from paid employment to care for his children, he would be less of a man.

NOTE: These ten items were not a part of the HAWLEY instrument. They were not present on the pre-test instrument and were not included in the analysis of the post-test.

Scoring Key

ATTITUDES TOWARD SEX ROLES SCALE

Directions:

First score androgynously worded items. They are identified by an asterisk. Use the following key:

agree = 3
strongly agree = 2
very strongly agree = 1

disagree = 4
strongly disagree = 5
very strongly disagree = 6

Next, score unmarked (dichotomously worded) items using the following key:

agree = 4
strongly agree = 5
very strongly agree = 6

disagree = 3
strongly disagree = 2
very strongly disagree = 1

Interpretation of scores:

High scores on this instrument indicate dichotomous, gender-bound, traditional attitudes. Low scores indicate androgynous attitudes in which the respondent tends not to distinguish between male and female characteristics in the circumstances specified. Because the range of scores is from 35 to 210, those means which are below 88 on the scale can be considered to fall on the androgynous half of the continuum, and those above that figure on the dichotomous half.

ATTITUDES TOWARD SEX ROLES SCALE

Directions: Listed below are 35 common ideas about womens' roles in relationship to men. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						*1. Men and women should share both the responsibilities and privileges of life equally.
						2. Women should be the "power behind the man" and not the one "out in front."
						3. Truly feminine women let the man believe he is boss even when this is not true.
						*4. Women should express their opinions honestly, even if this is in disagreement with a man.
						5. It is appropriate to divide work into "man's work" and "women's work."
						*6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
						*8. Women can think as logically as men.
						9. Acting helpless makes a woman appear more feminine.
						10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						*12. In a business setting, the woman who acts seductively is not behaving appropriately.
						13. The best guarantee of a good marriage is for the wife to be submissive to her husband.
						14. The most important characteristic for a wife is physical attractiveness.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree		
						15.	A woman should work only if she can do so without interfering with her domestic duties.
						16.	The best way for a woman to show her love for her family is to dedicate her time to being a housewife.
						*17.	It is possible for women to combine home and career and do both successfully.
						18.	Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.
						*19.	Women who work outside the home tend to be more interesting people than those who do not.
						20.	It is only natural for women to be interested in people and men to be interested in ideas.
						21.	A woman's place is primarily in the home.
						22.	Modern women are too competitive.
						*23.	Women should follow any vocation they wish, even if this violates tradition.
						24.	Highly paid jobs should go to men with families to support.
						25.	A wife should not compete with her husband in his own area of endeavor.
						*26.	Women can work in any vocation without appearing masculine.
						*27.	Men are willing to work for a woman as long as she is competent.
						28.	It is not possible to maintain a romantic relationship when a woman beats the man "at his own game."

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree		
						*29.	There is no genetic difference between the sexes in intellectual ability.
						30.	Beauty is more important to femininity than intelligence.
						*31.	Married women should be able to have both male and female friends.
						*32.	A college education is equally important for males and females.
						*33.	It is just as important for women to be intellectually capable as it is for men.
						34.	Males are inherently capable in some areas and women in others.
						*35.	It would be appropriate for a woman to be President of the United States if she were qualified.

Note: Reproduce questionnaire without asterisk so that respondents will not have androgynous items identified.

Appendix C

PARTICIPANT INTERVIEW FORM

PROJECT

1. Has this been of value to you? How?

As a result of SERVES,

2. Are you doing anything differently? What/How?

   a) Recruitment?

   b) Behavior?

   c) Curriculum?

3. If you were to make some changes in your curriculum to eliminate sex bias, what would you do?

4. How could we have improved this Project to help you more?

5. The MCNS Survey indicated that many of you are interested in more experiences to help you.

   a) Identify non-sexist teaching strategies

   b) Evaluate curriculum materials

   c) Increase sex-role awareness.

Which if any, would you be interested in?

Appendix D

MULTICULTURAL NON-SEXIST COMMITTEE SURVEY

NEEDS ASSESSMENT
Multicultural, Non-Sexist Curriculum Advisory Committee
Ames Community School District
Spring, 1978

Preface

This committee was established as a result of House File 254, which states that, "The state board shall promulgate rules to require that a multicultural, non-sexist approach is used by school districts. The educational program shall be taught from a multicultural, non-sexist approach." The committee has met monthly since September, and is moving slowly in order to become acquainted with the district. At this point, they need some broad assessment of our needs. Please respond to the following instrument as completely as possible in order for the committee to organize their priorities for assistance.

RETURN TO CURRICULUM OFFICE BY: March 2, 1978

Please respond to the following statements:

1. I have an understanding of the concepts and goals of multicultural education as they apply to my classroom situation or position. .... **Yes** **No**

   Comment ____

   ____

2. I have an understanding of the concepts and goals of non-sexist education as they apply to my classroom situation or position. .... **Yes** **No**

   Comments ____

   ____

3. Have you had direct experience in the development of multicultural curriculum? ...... **Yes** **No**

   Comment ____

   ____

4. Have you had direct experience in the development of non-sexist curriculum? .... **Yes** **No**

   Comment ____

   ____

5. Does your school building reflect the concept of multicultural education? .... **Yes** **No**

   Comment ____

   ____

6. Does your school building reflect the concept of non-sexist education? .... **Yes** **No**

   Comment ____

   ____

7. Does your building level have a committee or group working in the area of multicultural, non-sexist curriculum? .... **Yes** **No**

   Comment ____

   ____

8. Have you ever evaluated your curriculum materials in regard to the representation of various cultural and ethnic groups? .... **Yes** **No**

   Comment ____

   ____

9. Have you ever evaluated your curriculum materials in regard to the representation of women? .... **Yes** **No**

   Comment ____

   ____

10. Presently my curriculum presents ethnic groups and racial/cultural minorities in the following way(s):

_____ Integrated into daily classroom experiences
_____ Separate units
_____ As incorporated into current textbook(s) or curriculum materials
_____ Little, if any, representation

11. Presently, my curriculum presents the contributions and roles of both sexes in the following way(s):

_____ Integrated into daily classroom experiences
_____ Separate units
_____ As incorporated into current textbook(s) or curriculum materials
_____ Little, if any, representation

12. Do you think multicultural education is important in Ames, Iowa? .... Yes No

Comment ____

____

13. Do you think non-sexist education is important in Ames, Iowa? .... Yes No

Comment ____

____

14. I would like more experiences to help me in:

_____ Understanding why multicultural, non-sexist education is important
_____ Increasing my Sex Role Awareness
_____ Increasing my Racial/Cultural Awareness
_____ Multicultural, non-sexist curriculum development and/or revision in my area which is: _______________
_____ Evaluation of curriculum materials
_____ Identifying multicultural, non-sexist teaching strategies

Please list any other areas in which you would like assistance.

____

____

____

Please check the appropriate category as it applies to you.

Assignment:
_____ Elementary
_____ Junior High
_____ Senior High

Major curriculum area assignment

____

Sex:
_____ Male
_____ Female

Years of experience in education:
_____ 0-4
_____ 5-10
_____ 11-19
_____ 20 or over

Project SERVES Participant
_____ Yes
_____ No

How many contact hours of human relations training have you had?
_____ None
_____ 1-3
_____ 4-8
_____ 9-16
_____ 17 or over

How many of those hours dealt with *multicultural* education?
_____ None
_____ 1-3
_____ 4-8
_____ 9-16
_____ 17 or over

How many of those hours dealt with *non-sexist* education?
_____ None
_____ 1-3
_____ 4-8
_____ 9-16
_____ 17 or over

We would appreciate your sharing any ideas that might be helpful in planning a successful multicultural, non-sexist program of staff development.

Thank you for your time and cooperation!